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ABSTRACT

Designed for use by vocational counselors with parents of junior high students, this handbook includes activities written in English and Spanish covering parental influence in vocational choices. The first of three sections discusses increasing parental involvement in vocational education. Section II begins with advice for implementation of such a program for Mexican American parents to make them aware of factual information regarding women and work, realistic career choices for their children, their own child-rearing practices, and ways to reinforce their children's nonstereotypic activities. Parent recruitment and implementation steps are discussed. Materials written in English and Spanish are then provided for six 2-hour sessions. For each session some or all of the following are included: an agenda; a trainer's copy of the session agenda listing goals, purposes, activities, and materials; participant handouts; transparency masters; a trainer instruction sheet for each activity (purpose, group size, time required, materials, room arrangement, procedure); and an evaluation form. Session topics are orientation, child-rearing practices, the world of work, focus on the parents, focus on the child, and evaluation. The section concludes with program evaluation forms and an annotated listing of recommended audiovisual aids. Section III is a glossary written in English and Spanish. (YLB)

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PARENTAL INVOLVEMENT COMPONENT

DR. CHARLES BENSON

SUPERINTENDENT

DEVELOPED BY EVA ROSS
TRANSLATED BY EDWARD ENGLICH

AUTHORIZED BY

PUBLIC LAW 94-482 TITLE II VOCATIONAL EDUCATION
THROUGH THE
RESEARCH COORDINATING UNIT TEXAS EDUCATION AGENCY
DEPARTMENT OF OCCUPATIONAL EDUCATION & TECHNOLOGY

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HOW TO USE THIS BOOK

The Audience

This handbook was designed for use by vocational counselors with the parents of junior high students. It includes activities in English and Spanish covering parental influence in vocational choice. Its goal was to design an awareness program for Mexican American parents so that they could be aware of factual information regarding women and work, realistic career choices for their children, their own child rearing practices and ways to support and reinforce the nonstereotypic activities of their children.

This handbook could also serve as a source book for the vocational sex equity coordinators in the state departments of education, as a handbook for trainers in parenting, as an aid for child care workers, as a resource for women's center staffs, as an aid for vocational directors in states with large Hispanic populations.

The Format

The program was presented in two-hour sessions every Tuesday night for six weeks. The sessions are full of activities. The implementor should decide, based on the needs assessment, personnel and budgetary considerations, whether to use all six sessions, or fewer sessions. All six sessions should be chosen if it is felt that parents are especially uninformed or misinformed about vocational opportunities and sex equity and require time to absorb the ideas of the program. Sessions I, II and III should be selected if the goal is to give parents a general overview of vocational opportunities and changing employment patterns. Sessions I, II, and V should be selected if parents are interested in changing job opportunities for themselves, as well as their children. The activities in any combination may also be used to design a program especially for the needs of your particular community.

The Training Agenda -- The Key to the Program

To get a general overview of the program, read the Implementation Steps and the Training Agenda for each session. Each session begins with a trainer copy of the session agenda listing goals, purposes and activities of the session. There is a Trainer Instruction Sheet for each activity.

The Coordinator -- An Essential Role

Someone must coordinate the program. This person performs several roles. The coordinator of the program may or may not serve as a facilitator. The Implementation Steps serve as a check list for the coordinator. It is essential that the coordinator order all pamphlets and audio visuals months in advance. The coordinator serves as an advocate for the program, a recruiter, a facilitator with all levels of district personnel, a secretary, a trainer of facilitators, a troubleshooter, and an evaluator.

The Translation

This translation is not literal, but is a faithful version in standard Spanish of the English project. The level of language, structure and idioms are appropriate for use with Hispanic participants. The translator is a native Spanish-speaking Mexican American.

The Audio Visuals

There is a national need for sex equity materials in Spanish for parents. In implementing this program, it was difficult to find audio visuals directed to parents. No appropriate audio visuals were found in Spanish. Part of the role of the coordinator would be to preview the audio visual section and determine if any of the suggested titles would be useful. Each audio visual used in the sessions has a trainer Instruction Sheet summarizing the film, giving follow-up questions, and identifying any strengths or weaknesses of that audio visual.

The Evaluation Process

Each session has an Evaluation Form in English and Spanish. The basic purpose of Session VI is evaluation. It includes several ways to gather data including the Final Evaluation Form. The facilitators should be required to provide a written evaluation after each session. The coordinator also should perform an evaluative role and aid in writing the final report.

The Organization of Each Session

All the materials needed for the session are arranged in chronological order following the Training Agenda for each session. The Training Agenda will refer the reader to any additional materials contained in the handbook.

The Forms

A separate section has been included for forms that require duplication as handouts to participants.

ACKNOWLEDGEMENTS

The YES Program would have been impossible without the help and support of the following people:

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Mr. James Barnett	Associate Superintendent, Division of Instruction
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Mr. Jerry Ivey	Director, Vocational Education
Mr. John Dorgan	Principal, Riverside High School
Mr. Eddie Endlich	Bilingual Consultant
Ms. Isela Ramirez	Principal, Valley View Middle School
Ms. Charlotte Endlich	Facilitator, Vocational Counselor
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Role Models	Free To Be Conference
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East Valley PTA Council	El Paso, Texas
Parent Advisory Committee	Title I, Ysleta ISD
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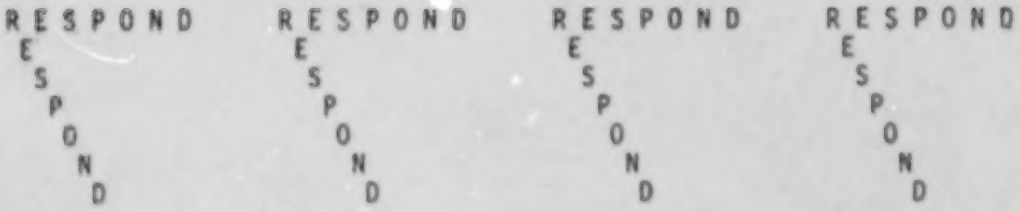
Mr. Tony Nava	Student Assistant, Riverside High School
Ms. Tommie Law	Secretary, Vocational Department
Mr. Dale Miller and staff	Accounting Office, Ysleta ISD
Staff	Region IX, Education Service Center

To each of these people I express my gratitude for their interest, sacrifice, and assistance in the creation of the Parental Involvement Component of the YES program.



If you actually use these materials, please send this response sheet to:

Eva Ross
2306 Ange
El Paso, Texas 79902

Name_____ Address_____

Position: Counselor _____ Today's date_____
Vocational Educator_____
Parent _____
Teacher _____
Community Developer_____

How did you use the handbook?_____

_____

_____

Strengths of the handbook_____

_____

_____

Weaknesses of the handbook_____

_____

_____

INCREASING PARENTAL INVOLVEMENT IN VOCATIONAL EDUCATION

In the past, parents took primary responsibility for informing their children about careers. In today's increasingly complex and technological world, this task is shared by parents, the schools, and the media.

The need for communication between the school and the home about career selection became apparent in the Ysleta ISD in El Paso, Texas, when vocational counselors recruited students into nontraditional programs only to find them being influenced by their parents to drop. In 1979, under a small Women's Educational Equity Act grant, district personnel realized parents held sex stereotyped ideas. At parent sessions, mothers expressed frustration at the same educational barriers faced by their children. A district Vocational Title IX Review Committee recommended the design of orientation programs for parents.

In the 1980 report of the National Institute of Education's conference on the Educational and Occupational Needs of Hispanic Women, Rosa Jimenez-Vasquez recommended the development of programs for the Hispanic-American families' awareness of new societal trends. She cites changes in the structure of Hispanic-American family relationship in the United States. Some changes and contributing factors include:

> The father figure is perceived as being undermined in the process of Americanization by the relaxation of authoritarian structures in favor of more democratic participation.
>
> North American education is oriented toward independence and self realization.
>
> The mother's sphere of social and economic activities outside the home is expanded.
>
> Undefined new roles emerge, breaking the traditional social prescriptions for the female-male relationship.

Many students are not inclined to give serious thought to the choice of careers. Often there is little communication about future goals between parents and students. Students drift through school and enter the work world without training of any kind that will equip them to earn a living. All of these forces contribute to the need to design a bilingual parental involvement program in sex equity.

Jimenez-Vasquez, Rosa, "Social Issues Confronting Hispanic-American Women," Conference on the Educational and Occupational Needs of Hispanic Women, National Institute of Education, 1980, p. 235.

Early Socialization

At least three socialization mechanisms teach children sex-role stereotyping. They are imitation, direct positive and negative reinforcement, and cognitive development. From infancy, children copy their parents. Relatives comment on a boy being "just like his father" or a girl's physical appearance. The toys a small child handles may be miniatures of the tools he/she sees in his parents' hands. Often little girls get positive reinforcement for passive "good manners" and little boys get positive reinforcement for physical activity. On the other hand, active girls are labeled "tomboys" and boys are discouraged from dancing at a young age. It is significant who gets to play baseball and who gets to take tap lessons in a family. There is a significant body of research showing the impact of sex-role development in early childhood as a child labels him/herself as male or female. The Report Card, developed by Myrna and David Sadker, (included in this handbook documents the impact of sex-role stereotyping on cognitive development of children).

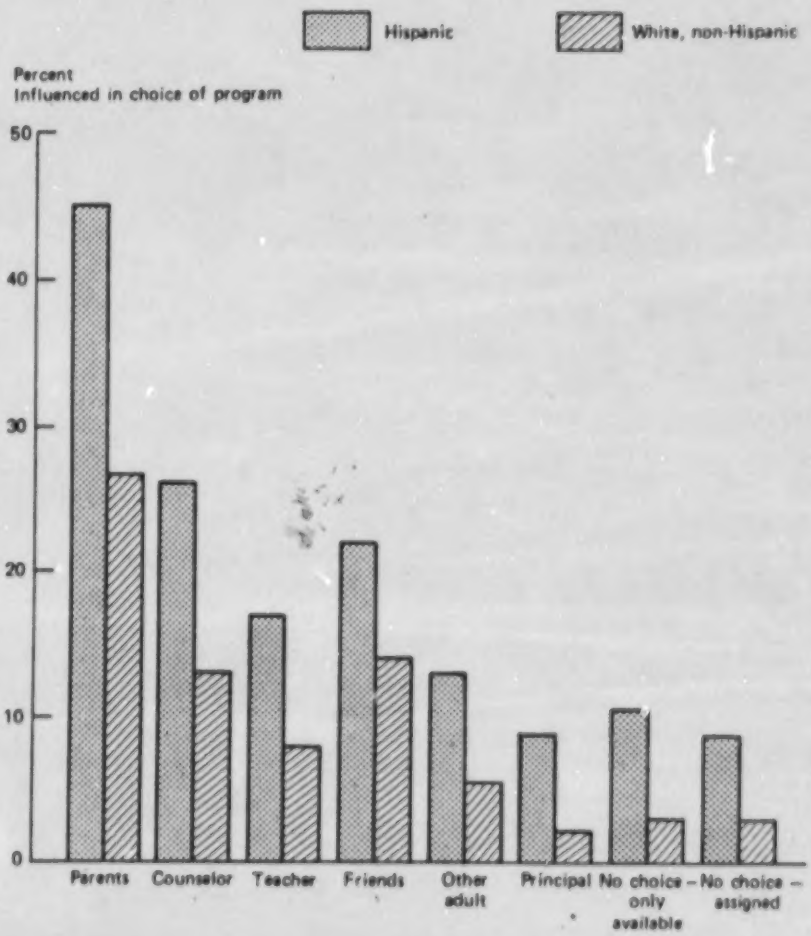
The Power of Parents in Vocational Choice

The influence of parents extends into junior high and high school. Many students still "follow in the footsteps" of their parents when it comes to choosing a career. Vocational counselors have a hard time changing the mind set of a parent who insists that his child is college bound in spite of poor academic performance, lack of interest, or technical ability. If the parent is not comfortable with school personnel, not fluent in English, under great economic stress, the school and parents may be pulling in opposite directions. This puts the student under great pressure.

The National Center for Educational Statistics found in longitudinal study of the class of 1972, that a higher percent of Hispanics than whites were influenced by their parents and guidance counselors in choosing their high school programs. (See p. 11)

These educational and familial patterns have economic consequences.

A HIGHER PERCENTAGE OF HISPANICS THAN WHITES WERE INFLUENCED BY THEIR PARENTS AND GUIDANCE COUNSELORS IN CHOOSING THEIR HIGH SCHOOL PROGRAMS.



SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *National Longitudinal Study of the High School Class of 1972, Student Questionnaire and Test Results by Sex, High School Program, Ethnic Category and Father's Education*, 1975.

NCES

Double Discrimination and Family Income

Double discrimination means to be stereotyped first because of the ethnic group to which a person belongs, and secondly, for another feature--sex or physical handicap.

Double discrimination has an impact on the lives of Hispanics. Almost one-fourth of Mexican Americans in the U.S. have less than five years of schooling. Many circumstances lead to this educational deficiency. This leads to an economic problem. The wages of Hispanics are low. Below is a chart that illustrates this fact.

Mean earnings of Hispanics and whites
age 18 years and older
by highest level of educational attainment and sex
1977

	Mean Earnings			
	Hispanic		White[1]	
Highest Level of Educational Attainment	Men	Women	Men	Women
Less than 8 years	$ 7,923	$3,293	$8,204	$3,568
8 years	9,064	4,386	9,548	4,334
1-3 years high school..	8,223	3,905	9,731	4,160
4 years high school....	10,386	5,466	12,377	5,604
1-3 years college.....	9,924	5,588	12,637	5,774
4 years college or more	16,778	8,800	20,541	9,478

[1]Includes Hispanics who are white.

Source: U.S. Department of Commerce, Bureau of the Census, Money Income in 1977 of Families and Persons in the United States, Current Population Reports, Series P-60, 1979.

Future Projections

The Bureau of Labor Statistics has an ongoing program which constantly assesses and reassesses the projections of labor force participation in light of new developments. Recent data show that the number of years worked by U.S. women during their lifetimes has expanded enormously since the beginning of this century. Worklife expectancy of women at birth climbed from 6.3 years in 1900 to 22.9 years in 1970. The most recent projections indicate that between 1975 and 1990 nearly 13 million women will be added to the labor force. By 1990, over 48.5 million women are projected to be in the labor force, somewhat more than one of every two in the population 16 years old and over. Most of the increase is expected to be among women in the prime working ages, 25 to 54. Labor force participation rates for these women, most of whom are married, average about 55 percent today and are projected to rise to 60 or 65 percent by 1990.

Source: U.S. Working Women: A Data Book, U.S. Department of Labor, Bureau of Labor Statistics, Bulletin 1977.

MAKING THE YES PROGRAM HAPPEN FOR PARENTS

Advice to Program Implementors

Today's vocational education teachers are preparing twentieth century pioneers--students and workers entering fields previously identified with the other sex. This is a good phrase to use to describe these ground-breakers because students identify more positively with the idea of pioneering than with being part of a "nontraditional enrollment." The term honors the spirit and courage of the woman who is glad to be a welder, the man who is proud to be a stenographer and the couples who share homemaking and parenting. They are opening new territory for all of us.

What Is Sex Equity?

Sex equity is freedom from favoritism based on sex. It is equal treatment that frees men and women to expand and develop according to their needs. It fosters mutual trust as persons of both sexes are unrestricted in their roles.

A sex equity program is a deliberate effort to build partnership skills, to enhance men's and women's abilities to work together productively and to build stable, satisfying family relationships. Sex equity programs can expand role expectations and family options. Such programs seek to eliminate sex bias, sex stereotyping and sex discrimination.

Sex bias shows itself in behavior based on the idea that one sex is better than another. Sex stereotyping, according to current thinking, is attributing behaviors, abilities, interests, values and roles to people because of their sex. Sex discrimination is action that limits people or denies them something because of their sex.

Why Sex Equity?

Because our most marked stereotypes have been in the assignment of work and family roles, it is appropriate for vocational educators to take the lead in sex equity. It is important for males and females to see themselves in expanded work and family roles, as equals in the home, school and vocational worlds. Expanding students' horizons so they feel free to enter fields previously limited to one sex is the concern of every educator.

For most people sex equity is a valid concern. Their awareness has been heightened by changing economic and sociological patterns, by a growing understanding of what it means to be human and by the need for a new approach to old problems. Legislation has been passed in response to pressing economic and social needs for women's employment outside the home. Beyond this necessity to comply with the law, sex equity offers the hope of expanded personal development for women and men and a new approach to many of the most urgent items on educators' agenda.

Source: Smith, Amanda and Farris, Charlotte, Pioneering Programs In Sex Equity, published 1980 by The American Vocational Association, Inc., 2020 North 14th Street, Arlington, VA 22201. Copyright 1980.

WE NEED EQUAL EDUCATION: A FRESH POINT OF VIEW

The social changes of the last twenty years have been so rapid and so extensive that most people are still struggling to catch up. Everywhere they see "perfect" couples breaking up, elderly people struggling alone with illness, loneliness and poverty, children drifting into trouble because no one is looking after them. The costs of change in human terms seem overwhelming.

It all looked so much simpler when the family was solid as bedrock and we all had our places. There was man's work and woman's work. Children said "Please, sir," and "Thank you, ma'am," and helped old women across the street. Now there appears to be only stress and confusion.

In the bewilderment of their own personal upheavals, people often see further change as threatening. Stability and "old-fashioned" virtues are prized even at the cost of enforced conformity.

To speak of change we must address these anxieties directly, or we will never find our audience. To persuade people to go beyond "I believe in equal rights, but ..." we must demonstrate that what we are seeking is not only just and fair, but will also serve to stabilize society, to consolidate and conciliate rather than to challenge.

We are working toward a new consensus, to accommodate the legitimate changing needs of men and women alike.

Sex bias is unhealthy for children because it hems them in. When children are squeezed into stereotyped roles that are too narrow, or rigid, they usually yield to the pressure and obey, just as they can squeeze their pliant young bones into shoes that are too small. But the consequences in each case are the same -- stunted growth and needless pain in later life.

The crippling effects of stereotyping have been particularly harsh on women in the workplace, where they have been systematically shunted away from opportunities to make themselves economically independent human beings. In the private domain, however, the rigid division of "men's work" and "women's work" in defining family roles and responsibilities has damaged men and women alike.

Source: Closing the Learning Gap Between Boys and Girls: Community Involvement Can Make the Difference, a manual developed by Project on Equal Education Rights funded by Women's Educational Equity Act Program Grant G00-800-6385.

HOW DO YOU TALK ABOUT THE NEED FOR EQUAL EDUCATION?

Use a Broad Framework

If you set the issue of new educational opportunities in the broadest possible context, you make the most convincing case. You also provide a framework in which people can see their personal experiences as part of a larger phenomenon of social change.

For example, talk about families and children, and people's worries for the future. If you use a neutral, nonaccusatory vocabulary, you can discuss very sensitive issues without getting on a soapbox. People who might be predisposed to reject or ignore your campaign will be able to hear your arguments without feeling that their own deeply held convictions are being threatened.

If you treat sex bias in school as an aspect of a major social development, you can avoid the trap of laying blame. You are seeking to open learning opportunities for boys as well as girls, so that the educational process will more accurately reflect the new realities of adult life. Encourage people to look at the underlying purposes of education. You can show how powerful those early lessons in social roles have been in determining people's later life choices, and tnat other choices are possible.

Upgrading educational opportunities available to our children by itself will not solve all the problems of today's families, but it is a necessary part of any solution we seek.

Use Statistics to Buttress Your Message

Society really has changed, and you can document it. Traditional structures no longer serve to create economic security for families. Women are entering the labor force in unprecedented numbers to keep body and soul together, but they discover that their customary occupational skills are undervalued and inadequately rewarded. Workers in standard traditionally female jobs are among the poorest paid, categorically, or any in the labor force. And the education they receive only perpetuates that poverty, leaving them with skills and attitudes appropriate for a world gone by.

THE MINORITY WOMAN: WHAT ARE THE DIFFERENCES?

The minority female is a product of her societal environment. Whatever values and attitudes that she has acquired are the effects of a dual influence: the culture of her people and the culture of the dominant society.

In examining these influences one must be aware that minority communities have been powerless and that many stereotypical images, which are based either on misinformation or misunderstandings, have been imposed by the dominant society. Consider, for example, the stereotypes which have been created and perpetuated by social scientists. At one end of the social science spectrum, the minority woman has been portrayed in a negative manner; while at the other end historians, for the most part, have ignored her altogether. Among the reasons for this are:

1. communication problems due to language differences (as in the case of the Mexican-American and Native American communities),

2. the preoccupation of social scientists with examining only lower economic situations among minorities, particularly the Black and Chicano communities,

3. the fact that the majority of social scientists have been Anglo males who have demonstrated limited sensitivity to women and minority concerns.

The concern which should be evident is not that the dominant society is studying minority communities, but that information is misinterpreted, perpetuating negative stereotypical images. What if a person from another country travels to the Appalachian region of the United States to conduct a study and issues a report which portrays all Anglos from the U.S. as poverty stricken, poorly educated beings? This then is what stereotyping is all about--broad generalizations based on limited or inaccurate information about any group of people.

Members of minority groups do share some cultural values and ideals as well as other characteristics, such as language and color. The important thing to remember, however, is that regardless of these commonalities, each person, and some groups of people, have differences which must be considered. Sometimes these differences cross cultural lines and sometimes they do not. For example, consider the effects of regional differences: a Chicana from South Texas may share a cultural heritage with another Chicana from another Southwestern state; but a Black woman from Austin, Texas, may have more in common with a Chicana from that same city than with another Black woman from Chicago, Illinois.

Source: Together We Can: An Awareness Training Program in Sex Role Stereotyping, Education Development Center, 1979, 55 Chapel Street, Newton, Massachusettes, 01260.

A general discussion of differences may serve only to create more stereotypes. However, there are some specific variables that may influence differences and that, therefore, should be considered; these include history, culture, language, economics and male/female behavior.

History

It is important to note that while the history of minority communities obviously is linked with, and influenced by, the dominant society, members of each minority group share a separate and unique history. Just as the Anglo woman has suffered under the misconception that she has not influenced the course of history, so have the minority woman and man. This misconception is complicated by the fact that a distorted view of nonwhite peoples is prevalent in history books. In fact, in the documentation of the development of the United States, historians have left out many vital links and misinterpreted many crucial situations affecting minority communities.

In the history of the development of this country may be found many of the origins of stereotypes about racial and ethnic minorities. There are three basic reasons:

1. The history of cultural development in existence on this continent before the "discovery" of the new world has been for the most part ignored.

2. The violence and brutality which erupted when different cultural groups came in contact has been predominantly portrayed, until recently, from a totally white perspective.

3. The contributions of the nonwhite groups towards the development of the U.S. have been ignored.

These three points are important when attempting to examine stereotyping. The basic negative assumptions about different minority groups can be rectified only when the historical truth is brought to light. The suppression of vital historical information concerning minority communities is the basis of many negative stereotypes which now exist.

It should be remembered that despite the conquest or colonization--or even immigration patterns--each minority group has historically provided something to the development of the U.S. It is also essential to consider each group of people within its own historical reality, which is filled with distinct cultural contributions.

Culture

The historical precedent of suppressing information and stereotyping nonwhite people has had tremendous effects on the culture of the United States. The overall effect has been the creation and perpetuation of the "melting pot" myth. This widely accepted misconception is based on the theory that this nation would embrace peoples of all lands and cultures and emerge a new nation with a character and culture of its own. However, while some immigrants did not retain parts of their native culture, others maintained some distinctive cultural traits which are recognizable as carrying over from their homelands. In addition, some people who were native to the new world, as in the case of the Indians, or whose homeland was encompassed into the U.S. through changes in political boundaries, as in the case of the Mexicans of the Southwest, also maintained distinct cultural traits.

While it may be true on some levels that all people in the nation share some cultural traits, the basic reality is that the U.S. is a culturally pluralistic society. The concept of cultural pluralism is based on the fact that not all peoples in the U.S. share all cultural values or traits. Each individual in this society has a cultural base which stems from any one of a number of influences: from family origins to current geographic location; from educational experiences to employment patterns; and from preference in foods to economic status. A multitude of combinations make up the culture of each individual. The concept of cultural pluralism is most relevant, then, when realizing the effects of the many societal influences on the individualism of each person.

The essential thing to remember is that because of the myriad of influences in the U.S., a culturally pluralistic society has evolved. It is further important to consider that the distinct cultural contributions of many groups of people have had a positive effect on the nation.

Language

The examination of language as a force in communicating and perpetuating stereotyping is very basic. Many people concerned with sex-role stereotyping believe that sexist language should be eliminated. This concern is not superficial since generally accepted words, terms and idioms basically reflect the attitudes and assumptions of the people who use the language. For example, when "man" is used extensively in different words--chairman, policeman--this reflects the fact that historically those who headed committees, or who were involved in law enforcement, were men. This is why it is essential to begin to consider changing language patterns and to use nonsexist terms such as chair or police officer.

Although the English language is generally considered sexist by most people concerned with sex-role stereotyping, other languages also reflect this weakness. It is only when one begins to label any language as more sexist than another that stereotypes based on language usage emerge. The assumption which follows is that the people who speak that language reflect more serious problems in terms of male/female behaviors and attitudes. The important thing to remember is that the language spoken by an individual should not be used to determine the extent of attitudes towards sex-role stereotyping.

Another point to consider is that the language patterns of each individual, as well as groups of people, are influenced by their culture as well as by changing patterns of the society in which they function. An example of this would be language patterns which are considered slang. Many terms have evolved which may have sexist overtones to some people but which are acceptable and preferred by others. It is, therefore, important to remember that the elimination of sex-role stereotyping should be guided primarily by the examination of individual attitudes, rather than by assumptions based solely upon language.

Economics

Some of the most identifiable yet intangible differences among people in the United States are based on economic status. The amount of income in a household has a tremendous effect on that household's life style--the types of clothes worn, the food consumed, etc.--yet many misconceptions exist about people in different economic levels. For example, some people believe that those at the lower economic levels do not know about nutrition because of their low meat/high carbohydrate food consumption. However, poor people recognize that potatoes, rice and pastas can stretch further and are more filling.

Social scientists have attempted to categorize life styles based on income into some very narrow descriptors--lower, middle, upper class and combinations thereof. Certain behavior patterns and attitudes are attributed to people in each category. It is, however, inconceivable that all people in each category act and think alike. The basic fact is that people exhibit individual differences, despite the category or label used by social scientists.

It is important not to consider behavior and attitudes which are influenced by lower economic levels as negative and inferior just because they are different. It is also important not to assume that all members of any one group will fall into any particular economic level.

Male/Female Behavior

Discussion concerning male/female behavior among the minority communities is often based on the family structure. Volumes of books, stacks of articles, and reams of reports have been devoted to describing the "typical" structure of the minority family. For example, in most literature, the Mexican American family is described as a stable, extended family which is patriarchal and authoritarian, allowing the female to occupy only a subservient and submissive role. Another example is the description of the Black family as matriarchal and unstable, leaving the male to fill only a tangential role. In addition, literature can be found which makes generalizations about other minority groups in the United States. References can be found to the extended Jewish family which is controlled by an overly concerned, dominating mother, to the tribal family of the Native American, which allows only passive behavior from squaws, and to the extended Asian family which is ruled by an elder male. Still other references can be found which depict the behavior of minority men and women as extremely negative: men are portrayed as aggressively destructive, sexually insatiable and/or lazy and irresponsible; women are described as passive and submissive, sexually promiscuous and/or mentally inferior.

However, if stereotypes are to be eliminated, one must not passively accept the premise that a "typical" family structure exists for any ethnic or racial group. Nor should it be assumed that the "typical" male/female behavior fits all people within any minority group. Differences in male/female relationships and in family structures do exist and must be taken into account when examining sex-role stereotyping. In fact, one of the basic cultural characteristics in the United States which crosses cultural lines is the lack of uniformity in family structure. There are extended families; there are families consisting of couples, there are families with single parents as heads of households; there are many forms of communal families.

An obvious complication arises from stereotyping the behavior of members of minority groups: minority men and women cannot possibly be categorized by such narrow descriptions. While it is conceivable that one may encounter an individual male or female who fits the stereotypical descriptions, it is just as possible to meet one who does not. It is just as possible for a person from the dominant culture to display one or more of the stereotypical characteristics most often attributed to minority people.

Overall one must remember that many stereotypes exist about basic family structure and male/female relationships in minority communities. It is most important, however, that these stereotypes be reevaluated and individual differences be considered.

DEALING SENSITIVELY WITH OTHERS

This section provides concrete suggestions to assist in facilitating groups in a multicultural setting, described in the form of "Do's and Don'ts" for ease of reference. These are suggestions, not commandments, intended for use in conjunction with other hints and suggestions offered to the facilitator.

"Macho" and "Madre" -- Stereotypes for Spanish-speaking Americans

Spanish-speaking Americans have long had to contend with the stereotypes imposed on them by Anglo social scientists and the popular mentality. The female has been viewed as a passive, long-suffering Earth Mother who restricted her children's learning and achievement potential by her "inadequate parenting" techniques and outdated values; the male has been seen to embody "machismo" in its worst form -- arrogant, self-centered, unfaithful, brutal, violent and lazy. This negative meaning of "macho" (maleness) has been popularized in recent years, ignoring the positive characteristics of the ideal -- courage and independence.

In reality, the situation for the Spanish-speaking male is similar to that described for the Black male, and the majority of Latina women have not had the luxury of being confined to the hearth. Spanish-speaking men in 1972 had median annual earnings of $5,786 compared to $7,301 for Black men and $10,593 for white men. Spanish-speaking women had median annual earnings of $2,647 compared to $5,147 for Black women and $5,998 for white women. The many widowed, divorced, or single heads of households, along with their married sisters, have held down low-status, low-paying jobs because that was the only course open for survival.

The median number of years of education for all Spanish-speaking women in 1974 was 9.7 years, as compared to 12.3 years for white women. For Latin men, 10 years was the median, as opposed to 12.3 years for white men.

In fact, the rapid and thorough urbanization of the Spanish-speaking population has meant that evaluation of sex-role stereotypes is not an abstract issue to be debated, but a daily reality for Spanish-speaking women. They are confronting issues, asserting themselves, and making choices between education and career goals.

Source: Together We Can, An Awareness Training Program in Sex-Role Stereotyping, Education Development Center, 1979, 55 Chapel Street, Newton, Massachusettes 02160.

Talking to Men

The people who feel most threatened by a transformation in the role of women are men. It is important that you address their concerns directly. Only when they can see the debilitating effects of existing sex-role stereotyping in their own lives can they see how they, too, will benefit from a redefinition of traditional roles. They need to understand that when change comes, they will gain more than they lose.

Sex-role stereotyping is usually protrayed as a women's issue, but there are problems with growing up male in America that many men will recognize. These are not always directly documented with hard numbers like the dollar figures for women, but the cost in stunted lives is just as high.

> Starting as children, boys are pressured into competing with their peers. Fearful of being called "chicken," they get trapped into physically or socially destructive situations. The grim statistics on male teenage driving fatalities, alcoholism and arrests indicate the damage done to boys trying to be "he-men" to their friends and to themselves.
>
> The three primary causes of death among young people 15 to 24 are accidents, homicide and suicide, which together account for three-fourths of all fatalities in this age group. In each case, the death rates for young men are three to four times higher than for young women.*
>
> The competitive style, placing high values on independence and repression of emotion ("grown men never cry"), creates a community of loners, of men locked into their own isolation, unable to confide in anyone for fear of seeming weak. Friends are buddies to pal around with, or boast to, not to share your troubles.
>
> Later in life, the constant measuring up leads to an enormous value placed on money, which quantifies rank "objectively." High-paying, high-status jobs are taken regardless of their intrinsic interest or social worth. Men without such jobs or careers are seen as losers, unmanly, regardless of their value as people, or the benefit to society of the jobs they do.
>
> *U.S. Department of Health and Human Services, Office of Human Development Services, Administration for Children, Youth and Families, Research, Demonstration and Evaluation Division Pub. No. (OHDS 80-30274, August, 1980, pp. 84-86).

Minority men in particular have suffered in a double bind. They are often labelled "inadequate," or "lazy," or "shiftless" because discrimination has denied them access to steady employment or advancement in their careers, in a world where men are defined chiefly by what they can earn.

Identifying themselves principally as moneymakers, many men become workaholics, cut off from their families and their own emotions by their need to beat out the competition.

One consequence of all this lifetime of stress can be seen in the shorter life expectancies for men, and in health hazards that predominate among men--premature death and disability from heart attacks, ulcers and high blood pressure.

More than twice as many men as women die of heart disease, the nation's number one killer.

Adult men are almost three times more liable than women to die in an accident.

Men are almost three times more liable to die as suicides than women, and are 3.7 times as likely to kill someone else.*

The life expectancies for men and women in 1977 were:

White Men	70.0 years	White Women	77.7 years
Minority Men	64.4 years	Minority Women	73.1 years

*U.S. Department of Health Education & Welfare, National Center for Health Statistics, Monthly Vital Statistics Report, Final Mortality Statistics, 1977, May 11, 1979, p. 2

By underscoring the ways in which changing priorities in education will help men, you can also attract or neutralize some women who might otherwise be hostile. Many American women were reared to believe that it was their job to work for others--children, husband, poor people, sick people--not for themselves. Some of the women brought up this way cannot accept the Women's Movement because it violates their conviction that women should not ask anything for themselves. Sometimes, when they understand how bias hurts men and boys, then they can open their minds to how it hurts women and girls. This is just one of the paradoxes of sex bias.

Formal education is supposed to help guide children toward maturity. School is, after all, a child's introduction to civic life. But in this regard, schools fail our children twice. They do not adequately prepare our young women with aspirations and skills to make their own way in the world. And they convey to younger children an idealized image of a simple division of domestic responsibility that is becoming increasingly rare.

Yet family life is still out there, as a nourishing, caring environment for most of us. But the older division of responsibilities is being redefined every day, as people improvise new ways to accommodate to each other's shifting needs and tight schedules.

Improvised solutions are only the beginning. Concerned parents across the country have begun to push for changes in education. They want school practices, teaching and textbooks to reflect the world most of us live in. They want their children, boys as well as girls, to feel at home with different kinds of life styles, to be able to share with their future spouses a wider variety of common life experiences. They feel acutely the need to improve the educational options available to young women, so that they can be comfortable and self sufficient citizens of the 21st century, whether they are inside or outside the traditional family structure.*

*This discussion owes much to the writings of Amanda Smith, especially to New Pioneers: A Program to Expand Sex-Role Expectations In Elementary and Secondary Education, North Carolina Department of Instruction, 1977. This publication is currently available through the Education Development Center, 55 Chapel Street, Newton, Massachusettes 02160.

DO'S AND DON'TS IN GROUP INTERACTION

1. Let the group recognize that you respect differences.

1. Don't make racial or ethnic jokes or any other remark aimed at belittling different groups of people.

Note: Examining and reevaluating sex-role stereotyping is a serious issue at best; attempts to laugh at our own expense or at the expense of others may be misinterpreted by some people.

2. Consider individual differences in making comments about ethnic or racial groups.

2. Don't make assumptions or generalizations about any group of people.

Note: The best possible guide you can use in discussion is personal experience (yours and the participants'). Be cautious, however, because some people may have stereotypical ideas about members of minority groups based on very limited experiences. This is a fine line to tread; remember that citing differences can be very useful.

3. Address every individual in the group in a uniform manner.

3. Don't become too familiar with people you do not know.

Note: While many people feel that using a first name basis sets a warmer climate for working with people, some people who have earned a title or have earned experience through the aging process may prefer that you use Dr., Mrs., Ms., etc. You may want to have name tags available and ask the participants to print the name by which they wish to be called.

4. Encourage the group to mix ethnic and sexual lines in small groups.

4. Don't separate group members into smaller groups in relation to ethnicity, race, or sex.

Note: While some people may attempt to stay close to friends and relatives, it is important to mix people in order to allow participants to encounter people and ideas which may be different from their own. You may find numbering people and grouping according to numbers very useful.

5. Make everyone as comfortable as possible at the beginning of each training session.

   Note: This is especially important when minority people are in the group, since being in the minority causes a particular kind of tension. Something as simple as basic introductions at the beginning (names, occupations, etc.) can be valuable.

5. Do not begin training sessions without some kind of introduction among the participants.

6. Be tactful in your efforts to encourage members of different racial or cultural groups to share their experiences.

   Note: The best guide is to let those people who are willing to share their experiences volunteer to do so. If they are forced to share, they may be uncomfortable.

6. Don't purposefully single out people in the group based on their culture, sex, or race.

7. Recognize and reinforce discussion of differences among and between people.

   Note: It is unrealistic to expect all women to agree on attitudes and behaviors--especially across ethnic, racial or socioeconomic lines. Encourage discussion of differences and constantly stress that there are no right or wrong answers.

7. Don't lead people to believe that all women agree on male-female behavior across racial, ethnic, or socioeconomic lines.

8. Encourage participants to express their feelings about male-female stereotypes in their group.

   Note: Do not make negative references to male counterparts among minority women or vice versa. Many people feel very close to members of their families (male and female) and may be upset by negative statements.

8. Don't impose your feelings or the group's opinions on members of minority groups concerning male-female behavior.

9. Acknowledge your own inability to master the proper pronunciation of names or words unfamiliar to you.

9. Don't continue time after time to mispronounce names or words with which you are not familiar.

Note: If you are honest and open about your lack of facility with a particular language or word, people will understand and willingly help you.

10. Be cautious in the terms you use to identify different ethnic and racial groups.

10. Don't use negative terms to refer to different groups.

Note: While social scientists use the terms "culturally deprived" and "disadvantaged," these are negative and should not be used. Members of the different ethnic or racial groups may refer to themselves in different ways, e.g., Mexican American or Chicano; Latino or Hispano. Ask participants how they refer to themselves.

11. Encourage spontaneous reactions and acknowledge all responses.

11. Don't make "light" of any responses given.

Note: Providing positive reinforcement will be most difficult when a negative response is offered, especially if a comment includes generalizations or stereotypes about minority people. However, the best response from you is to diplomatically counter any negative statement with a positive response based on personal experiences or documented information.

12. Respect the right of all persons to express themselves as they see fit, and accept their opinions as objectively as you can.

12. Don't attack a participant for making a comment, even though the statement may be offensive to you.

Note: Changes in people's attitudes about stereotypes and differences cannot be expected to come from one training session. You can more readily begin to dispel myths and eliminate stereotypes about minority groups by positively dealing with them -- diplomatically pointing out misconceptions and misinformation -- than by starting arguments and embarassing people by telling them they are wrong.

MEASURING SUCCESS

There are a number of ways to indicate success in reaching your goals. You will know you have made progress in sex equity if:

Males and females learn basic lifetime planning skills, including realistic expectations of shared economic responsibilities and family responsibilities.

Females and males are familiar with the nature and potential earning power of a wide variety of jobs and have had a chance to see members of their own sex and of the other sex flourishing in these jobs.

Males and females understand the basic values and functions of a family and understand how a variety of family structures may contribute to these values.

Females and males are equally comfortable working with, taking direction from, or supervising either sex, without competition or hostility based on sex.

Males and females understand the outside pressures of sex bias and have developed some positive strategies for coping with it in the real world.

Females and males understand how their own biased assumptions may restrict them and undertake some strategies to expand their own horizons.

Enrollments are mixed and males and females are succeeding comparably, according to individual talent, in all fields.

Balanced enrollment statistics are not a proper goal in sex equity but they are one indication of a successful program. Lopsided enrollments reflect a tradition of school policies, counseling procedures and social customs that we now recognize as restrictive to both sexes. As many pioneering programs have demonstrated, however, vocational counselors can challenge those traditions and achieve mixed enrollments. By doing so, we can take pride in the fact that we have expanded our students' roles in the family and the work place.

Source: Smith, Amanda and Farris Charlotte, Pioneering Programs in Sex Equity, The American Vocational Association, Inc., 2020 North 14th Street, Arlington, Va. 22201. Copyright 1980.

RECRUITMENT

Two techniques of recruitment were used in the YES Parental Involvement Progam. Direct contact with students through the school counselor was one technique. The second recruitment technique, used to involve parents of sixth graders, was through a written letter sent home with an information sheet and pamphlet. The counselor at the field test site is especially well liked by students there. Several weeks before her recruitment efforts, she was provided with sample activities from the workshop, transparencies from Session III, and a variety of pamphlets on sex equity. The counselor scheduled and conducted a brief presentation to the seventh and eighth grade students of only one teacher's class load.

The principal also aided in recruitment efforts. After the principal explained the program to all the sixth grade teachers, letters were sent out to the parents of 220 sixth graders. The recruitment letter appears on page 37. Attached was the parent information sheets in English and Spanish and a district-approved pamphlet with facts on sex bias and women in the work force. One week before the first session, the returned information sheets served as a measure of parent interest. The recruitment letter generated 21 percent responses, the counselor's presentation generated 33 responses. The letter told parents that they would be paid a stipend of $10 to attend each session. The counselor did not stress this in the presentation. Part of the reason for the stipend was to attract fathers to the sessions. Thirteen fathers turned in an information sheet. Five couples turned in an information sheet. The remainder of the information sheets were from mothers.

The project director also sent recruitment letters to parents who had expressed an interest in the program at presentations made to the junior high PTA executive committee, the district Title I PAC and to a luncheon of people who had served as role models for a high school career awareness program the previous year. Parents who returned information sheets were very likely to attend. The PTA at the field test site suggested telephone recruitment. This technique was not necessary but copies of telephone recruitment forms are on page 35-36.

REACHING PARENT/COMMUNITY/VOLUNTEER GROUPS

A wide variety of community, parent, and volunteer groups exist, to serve a wide variety of purposes. Among them are included:

- Specific issue groups - groups formed to deal with a specific concern - such as Citizens for Better Schools
- Booster clubs - sport boosters, band boosters
- Parent groups - national organizations, local groups such as Mothers of Twins, Fathers for Equal Rights, or Single Parents, church groups or classes that address parenting concerns
- Volunteer groups and individual volunteers - these range from groups that serve in school cafeterias to individual classroom volunteers

The process for implementing these materials in these and other groups varies almost as much as the organizations themselves. However, some general suggestions can be offered.

1. Build a support base.

   Months before planning to implement the materials, it is essential to develop credibility among parent, community, and volunteer groups. This preliminary step is applicable whether you are implementing the entire program or only one section of it. Possible ways of "formalizing" such support are:

   a. Establish an advisory committee (if you are a part of an institution or agency, such as a women's center).
   b. Invite leaders and other significant people (presidents of selected organizations, school administrators) from a cross section of community enterprises.
   c. Invite representatives of the audiences you wish to address.
   d. Use the committee to interest and involve members in the project.
   e. Tell them about the project and your plans to conduct a training workshop; seek their expression of interest and approval.

2. Recruit the audience.

   a. Community Groups

      Possible approaches to identifying and recruiting community audiences include:

      (1) Identify a few key people whom you or your associates know.

          Contact these people by telephone and then in person. Try to get them enthused about the program.

          Ask them for names of others who might be interested. Suggest that they pave the way by making initial contacts to introduce you. Then follow up with a telephone call or letter.

      (2) Obtain recommendations from persons who have completed the training program.

Source: Together We Can, An Awareness Training Program in Sex Role Stereotyping, Education Development Center, 1979, 55 Chapel Street, Newton, Massachusetts 02160.

(3) Obtain a list of all community organizations. Sources of lists include women's centers, Chamber of Commerce, business and professional organizations, and city directories.

(4) Identify the groups most likely to be interested in your program.

(5) Send each group a letter that briefly and clearly explains the program. (Note: Letters of this type rarely result in a large response and sometimes get no response at all. However, they are valuable as a first contact or introduction, and lend credibility to your efforts.)

Follow up with a telephone call to representatives of the groups to which you have written. Ask if the group would be interested in having a training program presented. Encourage a positive response by (1) calling several months in advance so the group's calendar will have openings, and (2) keeping a flexible schedule so you can adjust your time to suit others.

Request that the recipient call you if interested.

b. Parent groups

Many parent groups, such as Fathers for Equal Rights, and Mothers of Twins, are in essence community groups that focus on parenting. These would be approached in the same way as other community groups.

Often parent groups, such as PTAs, have organized levels of authority: national, state, city and local campus. They can be approached through the upper levels of authority or simply at the campus level.

(1) To reach the state or city level, contact officers in writing to explain the program. Request their endorsement, or suggest that you appear before the board or other appropriate personnel to present the information. This approach is cumbersome and time-consuming. However, once approval is obtained at this level, it is easier to obtain approval from individual groups. These persons also may identify other potentially responsive groups.

(2) To reach campus PTAs, contact chapter presidents. They can be identified through the school building office. You may want to ask friends who are members of the given PTA to put in a good word for the project. Contact the president as early as possible for the entire school year.

IMPLEMENTATION STEPS

1. Gather evidence of need for parent program. Use Needs Assessment Questionnaire, p. 227.

2. Identify key supporters in district to help implement program. Develop tentative budget for program implementation.

3. Explain program to supervisor, relating it to identified needs.

4. Gain district-level financial support for program. Determine number of sessions to be held.

5. Begin program implementation.

   a. Select site for implementation. Be sure principal is receptive.
   b. Schedule second session during National Vocational Education Week. Inform principal of local vocational high school about program, as parents will be invited to visit the school.
   c. Provide school site principal with program abstract, goals, and implementation strategies. Ask principal to attend first session to endorse program.
   d. At site identify child care room (eg. gymnasium) and parent program room (eg. library), need bathrooms nearby.
   e. Ask principal to identify key parents to aid in recruitment.

6. Prepare purchase orders for pamphlets for each session. Addresses are included in each session.

7. Order audio visuals for each session. See Audio Visual section for summaries and sources. Be sure length of time of films includes preview time for trainers, plus time for parents to see the film.

8. Select trainers a) fluent in English and Spanish; b) committed and knowledgeable about sex equity and district vocational offerings; c) able to relate well to parents. Select child care workers. Explain their role in program and responsibilities. The more experienced and responsible babysitter is preferable.

9. Keep supervisor informed about program design.

10. Have initial meeting with the trainers. Set up weekly schedule for preparation and film preview.

11. Begin recruitment efforts. Request time to explain program on agenda of various parent related groups (eg. PTSA, booster clubs, school volunteers, PTA executive committee). Use needs assessment questionnaire to help prioritize parent interest in components of program.

12. Contact regular school counselor at site. Provide information on program to counselor and ask for assistance in recruiting key parents. Arrange with accounting office method of payment for the trainers, babysitters, parents, etc. Decide on format for sign-in sheets.

13. Have counselor make "pitch" to a selected group of students.

14. Have principal explain program to teachers of one grade level and send out recruitment letter and information sheets to parents.

15. One week before first session collect returned parent information sheets and determine if telephone recruitment effort is necessary. Arrange for refreshments.

16. Begin preparation of trainers for first session. Stress importance of regular program evaluation. Review advice section of this handbook. Trainers normally meet on Friday afternoon. Preview audio visuals. Assign responsibilities for various activities. Answer trainer questions. Review every single activity. Collect evaluation forms. Discuss any implementation problems.

17. Make copies of all appropriate participant handouts.

18. Gather all supplies needed for first training session. Use right hand margin of Training Agenda to check off that all materials are prepared.

19. Conduct Parental Involvement Sessions.

20. Be sure to collect parent and trainer evaluation of program.

21. Return films and audio visuals after each session.

22. Contact school site principal for regular feedback on program.

23. Check up on child care workers. Help them resolve any problems that might come up.

24. Attend as many parent programs as possible. Keep a critical eye out for activities bogging down, troublesome comments, technical problems.

25. Read parent evaluation forms from each session. If you do not read Spanish, find someone to help you.

26. Tabulate all evaluations.

27. Ask parents for letters of support at next to last session. Provide a sample.

28. Conduct final session.

29. Write thank-you notes to all involved.

30. Write final report.

31. Explore more extensive utilization of the program with supervisor.

TELEPHONE RECRUITMENT

Hello, my name is _____. I'm calling to let you know about a parent program we are having at _____ school starting _____(date)_____.

The program will be conducted by bilingual counselors in English and Spanish. We think this training will assist you in helping your children pick a career that pays well and is satisfying.

The program will inform you about:

1. Vocational training available in our school district
2. Possible future careers for your children and yourself
3. The world of work
4. Ways of advising and supporting your children in their choice of careers

I can send you a recruitment letter. Would you be interested in attending the first session? If YES continue. If NO, thank you for your time.

The first session begins at _(time)_. It will be held in the school library on _(date)_. We are providing a babysitter. We are glad you are interested. Thank you for your time.

RECRUTA TELEFONICA

Hola, mi nombre es _____. Llamo para decirle de un programa para padres que estamos teniendo en la escuela _____, principiando el día ___(fecha)___.

Este programa será presentado por consejeros bilingües en inglés y en español. Creemos que este programa puede ayudarles a auxiliar a sus hijos/hijas a elejir una carrera que paga bien y que satisface.

El programa le dará información acerca de:

1. En entrenamiento vocacional disponible en las escuelas del distrito de Ysleta
2. Posibles carreras futuras para sus hijos/hijas y para usted
3. El mundo del trabajo
4. Maneras de aconsejar y apollar a sus hijos/hijas en sus elecciones de carrera

Puedo mandarle más información. ?Tendría interés en asistir a nuestra primera sesión? Si la respuesta es SI continue. Si la respuesta es NO, gracias por el tiempo que le he quitado.

La primera sesión empieza a las ___(hora)___. Tomará lugar en la biblioteca de la escuela el día ___(fecha)___. Proporcionaremos a una persona que cuide a los niños. Tenemos gusto que tenga interés. Gracias por su tiempo.

Recruitment Letter

Dear Parents:

The _____ Independent School District feels very fortunate this year to present a special parent program at (school name). We are inviting you to participate in this program. The program is designed to assist you in helping your children choose a career. The program will inform you about:

1. The World of Work
2. Vocational Training Available In Our School District
3. Future Careers and Educational Opportunities for Your Children
4. Advising and Supporting Your Children In Their Education

To make it easier to attend, we are providing a babysitter for those of you who might need this service to enable you to attend. We meet a total of six (6) times.

The first session will be (date) (time) in the library at (school name). Attached you will find an information sheet and a pamphlet. As parents you play a vital role in career selection. Help your child find a satisfying job with a good salary. We look forward to seeing you.

* *

Estimados padres,

En el Distrito Escolar de _____ somos muy afortunados de presentar este año un programa especial para padres en la escuela _____. Les invitamos a participar en este programa. El programa es para ayudarle a auxiliar a sus hijos a escoger una carrera. El programa le informará de lo siguiente:

1. El mundo del trabajo
2. Entrenamiento vocacional disponible en el Distrito Escolar de _____
3. Carreras futuras posibles para usted y sus hijos/hijas
4. Servicios de consejos y apoyo para sus hijos/hijas en la educación

Vamos a tener a una persona que cuide a sus hijos. Nos reuniremos por un total de 6 veces.

La primera sesión tomará lugar (fecha) (hora) en la escuela _____. Adjunto encontrará un horario de temas y un folleto. Siendo padres hacen un papel muy importante en la selección de carreras. Ayúdele a su hijo/hija a encontrar un empleo satisfactorio con un buen sueldo. Anticipamos el gusto de verlos. Favor de mandar la forma de matriculación adjunta a la oficina de la directora para darnos a saber que se interesa en esto.

Atentamente,

Director
Directora

Vocational Counselor
Consejera Vocacional

AGENDA
PARENTAL INVOLVEMENT
Orientation Session

Goals:

1. To build awareness of sex bias and its damaging effects on boys and girls.
2. To provide parents with information on women in the work force.
3. To give parents information on Title IX.

Time	Activity	Purpose
6:30 p.m.	REFRESHMENTS	Getting acquainted. Taking children to play room.
7:00 p.m.	INTRODUCTIONS	Introducing trainers to participants: focusing on purpose for being at the sessions.
7:10 p.m.	AGENDA SHARING	Reaching a common understanding of the purposes of the session.
7:15 p.m.	PROGRAM DESIGN	Orienting parents to program, setting ground rules for participation.
7:20 p.m.	STARTLING STATEMENTS	Heightening parents' awareness of the role of sex bias in job market.
7:40 p.m.	SCRAMBLED MYTH AND REALITIES	Making parents aware of at least one attitude which is based on sex role stereotypes.
8:00 p.m.	B R E A K	
8:10 p.m.	AUDIO-VISUAL FILM I'm Glad I'm a She I'm Glad I'm a He	Giving parents an overview of the impact of sex bias in the educational setting.
8:45 p.m.	TITLE IX IT'S THE LAW	Acquainting parents with Title IX, especially it's implications for vocational education.
9:00 p.m.	EVALUATION SESSION I	Accessing effectiveness of training.

FOR THE NEXT MEETING 1. Bring your spouse to our next meeting.

OR ... 2. Bring a neighbor to share this experience.

AND ... 3. Fill Out Homework: Culture/Myself

TRAINING AGENDA
PARENTAL INVOLVEMENT p. 1

TIME	ACTIVITY	MATERIALS
30 min.	Refreshments Child care services Local regional service center may provide cartoons for children. 16 mm projector	Coffee pot coffee sugar paper cups cremora napkins cookies spoons Babysitters (2 male, 2 female) name tags safety pins box of toys useful to many age groups
5 min.	Introductions .Introduce self (and co-trainer). .Ask each parent to introduce self to a neighbor. .Introduce principal for endorsement of program. (Arrange with principal some system for lost and found items from the child care.)	Name tags for parents Sign in sheets for: parents trainers babysitters
5 min.	Agenda Sharing .Give overview of workshop, including definition of sex bias, and sex equity. .Share purposes and agenda for session. .Ask clarification questions. .Explain smoking rules. .Ask parents to identify language they speak with a show of hands.	Training Agenda: Session I Copies of English Agenda Session I Copies of Spanish Agenda Session I Definitions on transparencies, Overhead projector Screen Extra bulb Extension cord Plug adaptor
5 min.	Program Design .Explain purpose and design of program. .Share ground rules with parents. Notes:	Copy of transparencies: p.45-46 What is Expected of Parents What Parents Can Expect
5 min.	Startling Statements Give quiz and facilitate discussion. Notes:	Pencils and paper Copies of Startling Statements Copies of Declaraciones Alarmantes Cards for around participants' necks
20 min.	Scrambled Myth and Realities Introduce activity. Divide into small groups of 3-5. Participants complete activity. Discuss results. Notes:	Scrambled Myths and Realities Copies of Myths Copies of Mitos Copies of Realities Copies of Realidades
10 min.	BREAK	

TRAINING AGENDA
PARENTAL INVOLVEMENT p. 2

TIME	ACTIVITY	MATERIALS
30 min.	Audio Visual - I'm Glad I'm a She, I'm Glad I'm a He ·Introduce and show filmstrip. ·Explain that it was made in North Carolina for teachers. There are very few audio visuals specifically made on sex equity for Spanish speaking parents. ·Facilitate large group discussion on applicability of ideas in filmstrip.	tape recorder filmstrip projector filmstrip tape extra bulb extension cord audio tape camera loaded with film to take pictures of participants (optional)
15 min.	Title IX - It's the Law ·Participants review five case examples for evidence of violation of Title IX. ·Present participants with answers to five cases. ·Inform parents of district's grievance procedures. Notes:	Copies of: Are You An Informed Parent? Questions. ?Es Usted Informado? Preguntas Are You An Informed Parent? Answers ?Es Usted Informado? Respuestas District Title IX Grievance Procedure Procedimientos de Agravio
5 min.	Announce ·Time and place of next session. ·For the next meeting, items at bottom of participant agenda. ·Give out Helping Children Make Career Plans: Tips for Parents Handout - Culture/Myself. Explain it will be used at next session.	Copies of: Helping Children Ayudando a Los Ninos Copies of: Culture/Myself Tarea: Cultura Propia
5 min.	Participant Evaluation Session I Hand out and collect evaluation forms for parents. Notes:	Copies of: Evaluation Form Session I Forma de Evaluacion Sesion I
	Trainer Evaluation ·Before the next meeting, complete Trainer's Workshop Evaluation Form. ·Identify which session. ·Use form to provide feedback to supervisor. ·Specify areas for program improvement. Notes:	Two copies of: Trainer's Workshop Evaluation Form

Session I
Participant Handout

AGENDA
PARENTAL INVOLVEMENT
Orientation Session

Goals:

1. To build awareness of sex bias and its damaging effects on boys and girls.
2. To provide parents with information on women in the work force.
3. To give parents information on Title IX.

Time	Activity	Purpose
6:30 p.m.	REFRESHMENTS	Getting acquainted. Taking children to play room.
7:00 p.m.	INTRODUCTIONS	Introducing trainers to participants: focusing on purpose for being at the sessions.
7:10 p.m.	AGENDA SHARING	Reaching a common understanding of the purposes of the session.
7:15 p.m.	PROGRAM DESIGN	Orienting parents to program, setting ground rules for participation.
7:20 p.m.	STARTLING STATEMENTS	Heightening parents' awareness of the role of sex bias in job market.
7:40 p.m.	SCRAMBLED MYTH AND REALITIES	Making parents aware of at least one attitude which is based on sex role stereotypes.
8:00 p.m.	B R E A K	
8:10 p.m.	AUDIO-VISUAL FILM I'm Glad I'm a She I'm Glad I'm a He	Giving parents an overview of the impact of sex bias in the educational setting.
8:45 p.m.	TITLE IX IT'S THE LAW	Acquainting parents with Title IX, especially it's implications for vocational education.
9:00 p.m.	EVALUATION SESSION I	Accessing effectiveness of training.

FOR THE NEXT MEETING 1. Bring your spouse to our next meeting.

OR ... 2. Bring a neighbor to share this experience.

AND ... 3. Fill Out Homework: Culture/Myself

Session I
Trainer Instruction Sheet
Repeat at Every Session

INTRODUCTIONS AND AGENDA SHARING

PURPOSE

To share with parents who you are; to establish a climate where people feel included; to set norms; to share with parents your expectations about the purposes and agenda for this workshop.

GROUP SIZE

Ten to 30 people

TIME REQUIRED

Approximately 10 minutes

MATERIALS

Name tags, agenda and purposes as a handout.

ROOM ARRANGEMENT

Large group setting, informal

PROCEDURE

(Individual trainers have their own style of introducing a workshop. These are some suggestions and rationale for choosing to do certain things.)

1. Trainer introduces self (and co-trainer).

   Optional: Have each person in room introduce self.

   Optional: We have found name tags help us associate names with faces. It also helps parents become acquainted with each other.

2. Trainer gives overview of the workshop, including an explanation of the terms "sex equity" and "sex bias" (SEX EQUITY -- fair and equal treatment of females and males in order to promote equal educational and employment opportunities; SEX BIAS -- a set of attitudes which causes, supports or justifies the unequal treatment of persons on the basis of sex).

3. Trainer shares overall purposes and general content of the workshop.

4. Trainer asks for clarification questions or concerns. DOES THIS AGENDA REFLECT YOUR REASONS FOR BEING HERE? IS THERE ANYTHING CONFUSING? DO YOU HAVE ANY CONCERNS? Relate expectations and concerns to the agenda. (It is important to surface concerns early so that parents can give their full attention to workshop activities. Concerns may be as simple as How long is the break? Where is the restroom? On the other hand, they may be more complex, such as I don't agree with equity, or I don't want to be here! These latter concerns need to be discussed--although perhaps more appropriately in a one-to-one setting--even though there may not be a solution.

SOURCE: Building Instruction Around Sex Equity, Parent Workshop, Northwest Regional Educational Laboratory, 710 S.W. Second Ave., Portland, Oregon 97204.

Session I - Definitions

sex equity - FAIR AND EQUAL TREATMENT OF FEMALES AND MALES IN ORDER TO PROMOTE EQUAL EDUCATIONAL AND EMPLOYMENT OPPORTUNITIES

sex bias - A SET OF ATTITUDES WHICH CAUSE, SUPPORTS OR JUSTIFIES THE UNEQUAL TREATMENT OF PERSONS ON THE BASIS OF SEX.

PROGRAM DESIGN

PURPOSE

To introduce parents to program

GROUP SIZE

Any size

TIME REQUIRED

Approximately 5 minutes

MATERIALS

Note cards with appropriate information listed for presenter
Overhead projector
Transparencies of Ground Rules

ROOM ARRANGEMENT

Large group setting, informal

PROCEDURE

1. Relate this program to district equity policy.
2. Give brief history of program.
3. Explain how program is financed. Discuss any financial requirements of which participants need to be aware: example: sign-in sheets, social security numbers listed, etc.
4. Thank and recognize people present who helped recruit participants.
5. Review Ground Rules.

GROUND RULES - STANDARD PRESENTATION AT ALL SESSIONS (Transparencies follow p.45)

What Parents Can Expect From This Program

-- Respect for your ideas and values

-- Up-to-date statistics on the work world

-- A willingness to allow for individual differences

-- A relaxed atmosphere

-- A willingness to change to meet your needs

What Is Expected of Parents?

-- Respect for the opinions of others

-- Regular attendance

-- An openness to new ideas

-- A willingness to reflect on past experience

-- An attempt to apply new ideas to your family

GROUND RULES

WHAT PARENTS CAN EXPECT FROM THIS PROGRAM

----RESPECT FOR YOUR IDEAS AND VALUES

----UP-TO-DATE STATISTICS ON THE WORK WORLD

----A WILLINGNESS TO ALLOW FOR INDIVIDUAL DIFFERENCES

----A RELAXED ATMOSPHERE

----A WILLINGNESS TO CHANGE TO MEET YOUR NEEDS

****

LO QUE LOS PADRES PUEDEN ESPERAR DE ESTE PROGRAMA:

----RESPETO A SUS VALORES E IDEAS

----ESTADISTICAS AL CORRIENTE DEL MUNDO DEL TRABAJO

----EL DESEO DE PERMITIR DIFERENCIAS INDIVIDUALES

----UN AMBIENTE RELAJADO

----EL DESEO DE HACER CAMBIOS PARA CUMPLIR CON SUS NECESIDADES

GROUND RULES

WHAT IS EXPECTED OF PARENTS?

----RESPECT FOR THE OPINIONS OF OTHERS

----REGULAR ATTENDANCE

----AN OPENNESS TO NEW IDEAS

----A WILLINGNESS TO REFLECT ON PAST EXPERIENCE

----AN ATTEMPT TO APPLY NEW IDEAS TO YOUR FAMILY

****

¿QUE SE ESPERA DE LOS PADRES?

----EL RESPETO PARA LAS OPINIONES DE LOS DEMAS

----ASISTENCIA REGULAR

----ACEPTACION DE NUEVAS IDEAS

----LA DISPOSICION A REFLEXIONAR EN EXPERIENCIAS PASADAS

----HACER EL INTENTO A APLICAR NUEVAS IDEAS CON SU FAMILIA.

STARTLING STATEMENTS

PURPOSE

To trigger interest and awareness of the status of women in the economy, traditional and non-traditional careers and occupations and the relationship of education to income.

GROUP SIZE

Ten to 40 people

TIME REQUIRED

15 minutes

MATERIALS

Pencils and paper
two or three sets of cards 8½x11 with Startling Statements written on them with string attached to hang around participant's neck.
Copies of Startling Statements as a handout

ROOM ARRANGEMENT

Large group setting with some open space

PROCEDURE

1. Give participants cards to hang on their backs.
2. Participant then asks five other participants to answer the question written on the card.
3. The five answers are averaged and reported during a whole group discussion.
4. Give each participant a copy of the handout and let them record the correct answers on it.

EDITORIAL COMMENT

With a large number of people, only ten statements are used, so several people have the same question. By having the question hidden, the participant adds no bias to the answers and is removed from all responsibility for the answer. Creating such a non-threatening environment is particularly important when many participants have a low level of confidence in their mathematical ability or are hesitant about discussing sex-role stereotyping and bias.

ANSWERS

1) 3% 2) 5% compared to 26% 3) 99% 4) 4% 5) 9%
6) 5% 7) 11% 8) 7% 9) 1.2% 10) 6.5%

*Answers to #9 and 10 will need to reflect local school district data.

STARTLING STATEMENTS

___ 1. Women are 51% of the U.S. population. What percentage are they of the U.S. engineering force?

___ 2. What percentage of full-time female workers earn $15,000 or more per year?

___ 3. What percentage of secretarial jobs are held by women?

___ 4. What percentage of police officers are women?

___ 5. What percentage of working lawyers are women?

___ 6. In 1976, what percentage of Mexican-American females had completed at least 4 years of college?

___ 7. In 1976, what percentage of Mexican-American males had completed at least 4 years of college?

___ 8. Of employed Hispanic women, what percentage work in professional or technical occupations?

___ 9. In 1980, what percentage of students in auto mechanics at our local vocational high school were female?

___10. In 1980, what percentage of students enrolled in vocational office education at our local vocational high school were male?

REFERENCES

1. George H. Brown, Bachelor Degree Awards to Women, Washington, D. C.: National Center for Education Statistics. "Education and Income by Race and Sex," Chronicle of High Education. Vol. 12, No. 21, August 2, 1976.

2. Employment and Unemployment Trends During 1977, Special Labor Force Report 212, U.S. Department of Labor, Bureau of Labor Statistics.

3. A Statistical Portrait of Women in the U.S. Current Population Reports, Special Studies Series P-23, No. 58, Washington, D.C.: U.S. Department of Commerce, Bureau of the Census, April 1976.

4. Betty M. Vetter and Eleanor L. Babco, Professional Women and Minorities. A Manpower Resource Service. Washington, D.C.: Scientific Manpower Commission, 1976.

5. Butler, Matilda, and Marzone, Jean, Education: The Critical Filter, Far West Laboratory, 1980.

6. Report of Conference on the Educational and Occupational Needs of Hispanic Women, National Institute of Education, 1980.

7. Local enrollment figures, Ysleta Independent Schools, 1980.

Adapted from Equals: A Handbook to Promote the Participation of Women in Mathematics by Alice Kaseberg, Nancy Kreinberg and Diane Downie c. 1980 Lawrence Hall of Science, University of California, Berkley, California 94710.

SCRAMBLED MYTHS AND REALITIES

PURPOSE

Participants will be able to name at least one way people learn sex-role stereotypes.

Participants will be able to name at least one of his/her own attitudes and actions which are based on sex-role stereotypes.

GROUP SIZE

Ten to 30 people

TIME REQUIRED

20 minutes

MATERIALS

Copies of: Myths Mitos
Realities Realidades

pencils

PROCEDURE

1. Tell participants: THERE ARE MANY STEREOTYPES ABOUT WOMEN. WE ARE GOING TO PLAY A GAME IN WHICH YOU WILL BECOME FAMILIAR WITH SOME FACTS ABOUT WOMEN IN THE LABOR FORCE. THE SOURCE OF THIS INFORMATION IS THE DEPARTMENT OF LABOR, EMPLOYMENT STANDARDS ADMINISTRATION, WOMEN'S BUREAU.

2. Divide the total group into small groups of three to five people each.

3. Give each person a copy of - Myths - Realities. (English or Spanish version, as required.)

4. Participants will match the most commonly heard myth to the reality or statistical fact, as recorded by the U.S. Department of Labor, that would prove the myth false.

5. Give answers: 1) H 2) G 3) D 4) F 5) I 6) C 7) A 8) J 9) B 10) E

6. After participants have completed the exercise, discuss the results.

   WERE SOME OF THE FACTS SURPRISING TO YOU?

   WHERE DID SUCH MYTHS ORIGINATE?

Adapted from Texas Teacher Center Project - Women's Equality in Education.

SCRAMBLED MYTHS AND REALITIES

MYTHS

_____ 1. A woman's place is in the home.

_____ 2. Women are not seriously attached to the labor force; that is, they work only for extra "pin money".

_____ 3. When women work, they deprive men of job opportunities.

_____ 4. Women should stick to "women's jobs" and should not compete for "men's jobs".

_____ 5. Women don't want responsibility on the job; they would prefer not to have promotions or job changes which add to their load.

_____ 6. Children of working mothers are more likely to become juvenile delinquents than children of non-working mothers.

_____ 7. People don't like to work for women supervisors.

_____ 8. Women earn as much money as men.

_____ 9. Women who stay at home are worth less to society.

_____10. Women get married, then quit work.

Adapted from Texas Teacher Center Project - Women's Equality in Education.

SCRAMBLED MYTHS AND REALITIES

REALITIES

A. Most people who complain about women supervisors have never worked for a woman.

In one study where at least three-fourths of both the male and female respondents (all executives) had worked with women managers, their evaluation of women in managment was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers.

In another survey in which 41% of the firms indicated they hired women executives, none rated their performance as unsatisfactory; 50% rated them adequate; 42% rated them the same as their predecessors; and 8% rated them better than their predecessors.

B. The Social Security Administration has published a study which shows that the value of a housewife's work is about $5,500. A woman who has young children in the home is "worth" $7,500 says the same study. The figures were derived by multiplying the hours spent in various tasks by the prevailing hourly wage for each activity based on how much commercial and private employers were paying. The median yearly earnings of all full-time workers is approximately $8,500.

C. Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determining factor.

D. There were 31.5 million women in the labor force on the average in 1970. The number of unemployed men was 2.2 million. If all the women stayed home and unemployed men were placed in the jobs held by women, there would be 29.3 million unfilled jobs.

Moreover, most unemployed men do not have the education or the skills to qualify for the jobs held by women, such as secretaries, teachers, and nurses.

In addition, the majority of the 7 million single women in the labor force support themselves; and nearly all of the 5.9 million widowed, divorced, or separated women working or seeking work support themselves and their families. They also need jobs.

E. While it is true that many women leave work for marriage and children, this absence is only temporary for the majority of them. They return when the children are in school. Despite this break in employment, the average woman worker has a worklife expectancy of 25 years as compared with 43 years for the average male worker. The single woman averages 45 years in the labor force.

F. Jobs, with extremely rare exceptions, are sexless. Women are found in all of the 479 occupations listed in the census. Tradition, rather than job content, has led to labeling certain jobs as women's and others as men's. For example, although few women work as engineers, studies show that two-thirds as many girls as boys have an aptitude for this kind of work.

G. Of the 31 million women in the labor force in March 1970, nearly half were working because of pressing economic need. They were either single, widowed, divorced, or separated, or had husbands whose incomes were less than $3,000 and $7,000 -- incomes which, by and large, did not meet the criteria established by the Bureau of Labor Statistics for even a low standard of living for an urban family of four.

H. Today half of all women between 18 and 64 years of age are in the labor force, where they are making a substantial contribution to the growth of the Nation's economy. Studies show that 9 out of 10 girls will work outside the home at some time in their lives.

I. Relatively few women have been offered positions of responsibility. But when given these opportunities, women, like men, do cope with job responsibilities in addition to personal or family responsibilities. In 1970, 4.3 million women held professional and technical jobs; another 1.3 million worked as nonfarm managers, officials, and proprietors. Many others held supervisory jobs at all levels in offices and factories.

J. Half of all employed women earn less than $5,323 as compared to $8,966 for men; only 7% of women earn over $10,000 as compared to 40% of men. And, women are losing ground: in 1955, women's median earnings were 63.9% of men's; in 1970 they had dropped to 59.4%.

FILMSTRIP: I'M GLAD I'M A SHE; I'M GLAD I'M A HE

PURPOSE

To give parents an overview of the impact of sex bias in the educational setting.

GROUP SIZE

Large group able to see screen

TIME REQUIRED

Approximately 30 minutes depending upon the time spent on discussion afterwards.

MATERIALS

Projector and tape recorder
Filmstrip and audiotape
extension cord
extra bulb
plug adaptor
screen

ROOM ARRANGEMENT

Easily moveable chairs arranged to view screen; room that can be easily darkened.

PROCEDURES

1. Trainer introduces filmstrip. THIS FILMSTRIP WILL GIVE YOU AN OVERVIEW OF THE EFFECTS OF SEX DISCRIMINATION ON BOTH BOYS AND GIRLS IN SCHOOLS. ONE OF THE OBJECTIVES OF ELIMINATING SEX BIAS IN EDUCATION IS TO HELP ALL CHILDREN, REGARDLESS OF SEX OR RACE, DEVELOP FEELINGS OF POSITIVE SELF-WORTH. Trainer should point out to participants that some of the employment statistics may not be current and some of the programs undertaken by the developers of the filmstrip may not reflect trends or interests in other areas of the country.

2. Trainer presents filmstrip. (We recommend a thorough review of the filmstrip before presenting it for the first time in order to enable you to make well informed comments at the end.)

3. Trainer facilitates large group discussion. Focus questions:

   WHAT IS YOUR REACTION TO THE IDEAS EXPRESSED IN THE FILMSTRIP?

   DO YOU KNOW OF EXAMPLES OF SEX BIAS IN YOUR CHILDRENS' SCHOOLS SIMILAR TO THOSE SHOWN IN THE FILMSTRIP? IF YOU DO, WHAT ARE THEY? ARE THEY BEING ADDRESSED IN THE SCHOOL?

Produced by North Carolina Department of Public Instruction, Walter A. Brown, Sex Equity Coordinator, Division of Vocational Education, Raleigh, North Carolina, 27611.

TITLE IX - IT'S THE LAW

PURPOSE

To acquire a basic understanding of the Title IX regulation and correctly identify whether or not at least five complaints are Title IX infractions.

GROUP SIZE

10 to 40 people

TIME REQUIRED

20 minutes

RATIONALE

Although Title IX was written in 1972 and the regulations became effective in July 1975, many parents still do not understand its coverage. All educational programs, in any institutions receiving federal funds, are covered by law. Therefore, parents should be familiar with Title IX requirements and their institution's grievance procedure.

MATERIALS

Copies of: Are You An Informed Parent? Questions
Are You An Informed Parent? Answers
?Es Usted Un Padre Informado? Preguntas
?Es Usted Un Padre Informado? Respuestas
District Title IX Grievance Procedure
Procedimientos de Agravio del Titulo IX del Distrito
(The Ysleta ISD Title IX grievance procedure is included in this handbook as a sample.)

Pencils

PROCEDURE

1. Use the case examples as a pre-test for your group.
2. Go over answers stressing why violations exist.
3. Briefly state other areas covered by Title IX.
4. Hand out copies of district grievance procedures.

Case examples taken taken from the Resource Center on Sex Roles In Education, National Foundation for the Improvement of Education, Washington, D. C.

ARE YOU AN INFORMED PARENT? Questions

The protection of your children's rights to a nondiscriminatory education begins with learning as a parent what these rights are under Title IX. The following five examples are designed to test your knowledge of the basic provisions of Title IX especially as it pertains to vocational education.

SITUATION A

Suppose your son saw an announcement on the counselor's bulletin board that the owner of a local donut shop wanted to hire extra counter help for the summer. Your son went down to apply and the owner told him, "Sorry. I'm only hiring girls to work this summer."

Question: Is the school violating your son's rights in this case? _____

SITUATION B

Suppose a representative from a local apprentice training program visited the school to talk to students about entering apprenticeship programs following their graduation from high school. The representative visited the vocational school where there were only boys in the classes.

Question: Is there a violation of Title IX in this case? _____

SITUATION C

Suppose your school district requires females to demonstrate basic mechanical proficiency before admitting them to an auto mechanics class; not requiring such a demonstration by males.

Question: Is there a violation of the student's rights under Title IX? _____

SITUATION D

Seventh grade students in School District 41 have completed inventories to determine the general direction of their vocational interests. Your child is provided a report of results indicating how his/her scores compare with those of other students of the same sex who completed the test. The report provided to female students is based on a listing of such occupations as secretary, clerk, nurse, teacher. Similarly, the report provided to male students rates their interests in such vocations as auto mechanics, law, medicine, engineering.

Question: Is there a violation of student rights under Title IX? _____

SITUATION E

Suppose your daughter was refused entrance into a cooperative employment program in electronics because her employer felt women would not be accepted on the job.

Question: Is this a violation of student rights under Title IX? _____

ARE YOU AN INFORMED PARENT? Answers

SITUATION A

Yes, this is a violation of Title IX.

Why: Under Title IX the school cannot lend "significant assistance" to an agency, group, or employer who discriminates against its students. By posting this notice, the school is encouraging the employer to hire discriminatorily its student body. Thus the school is not protecting your son's rights under a service it provides of listing summer jobs for students.

SITUATION B

Yes, this is a violation of Title IX.

Why: By allowing the representative to talk only to the vocational classes with all boys, the school was encouraging a discriminatory practice of giving information and providing references to just one sex. Under Title IX, all classes must be open to all students. Even though there were no girls who decided to take the vocational class in question, the information on apprenticeship training must be given to both boys and girls in the vocational program, not just to selected vocational classes.

SITUATION C

Yes, this is a violation of Title IX.

Why: Title IX requires that no student be denied admission to a class, denied participation in school-sponsored groups or activities, or be given different assignments due to their sex.

SITUATION D

Yes, this is a violation of Title IX.

Why: Sex discrimination in the use of counseling instruments and the provision of counseling services is prohibited by the Title IX Regulation. Provision of test results based on sex-differentiated norms is permitted only if boys and girls are provided with reports of their scores according to both sets of norms. Schools may not use tests or other materials for evaluating or counseling students which cover different occupational or interest areas unless their use is shown to be essential to the elimination of sex bias. Care must also be taken to ensure that students understand the meaning of such tests and are provided opportunities for clarification.

SITUATION E

Yes, this is a violation of Title IX.

Why: Title IX prohibits making employment or work program assignments to students on the basis of sex; schools may not provide assistance to employers of facilities which so discriminate.

GRIEVANCE PROCEDURES FOR TITLE IX AND SECTION 504 SAMPLE

Title IX of the 1972 Education Amendments Act pertains to nondiscrimination on the basis of sex; Section 504 of the 1973 Rehabilitation Act pertains to nondiscrimination on the basis of handicap. Each of these federal regulations recommends the establishment of grievance procedures to be followed by any student, parent or employee alleging school/district policies, procedures or practices which would be prohibited by either Title IX or Section 504. Accordingly, the Ysleta Independent School District maintains the following grievance procedures:

I. The registration of any such complaint shall initially be presented in writing to the administrator where student or employee is assigned. Such a complaint shall be submitted within thirty (30) days of the alleged violation. The administrator shall review the matter and consult with all parties involved in the complaint. A decision will be rendered and forwarded to the complainant, in writing, within ten (10) days of the receipt of the complaint.

II. Student, parent or employee wishing to appeal the initial decision may do so within ten (10) days following notification of that initial decision. Such an appeal should be submitted in writing to the Compliance Officer, Personnel Director, Ysleta Independent School District, 8445 Valdespino, El Paso, Texas 79907, telephone (915) 859-7971. The written statement submitted to the administrator in Step I shall form the basis of the appeal. Within five (5) days of the written appeal request, the compliance officer shall notify the grievant of the date and time that the matter shall be considered. Such a hearing will be conducted by the compliance officer, in association with a review committee, no later than thirty (30) days from receipt of the grievant's appeal request. Upon completion of the hearing, the compliance officer will render a decision to the complainant, in writing, within ten (10) days.

III. Further appeal, if desired may be made in writing to the office of the superintendent. The complainant shall submit such an appeal request within ten (10) days of the decision rendered at Step II. The superintendent shall notify the grievant within five (5) days of the appeal request of the date and time the matter will be reviewed and considered. Such a hearing/review shall occur no later than thirty (30) days following the appeal request. The superintendent shall render a decision, in writing, to the grievant within ten (10) days of completion of the hearing.

IV. If the above steps are carried out without resolving the problem, the grievant may appeal to the Board of Trustees. Such an appeal request must be made within (10) days following the decision rendered in Step III. The Board of Trustees shall notify the complainant within ten (10) days from the appeal request of the date and time the matter will be reviewed. Such a hearing will occur no later than forty-five (45) days following the appeal request. A written decision will be rendered and provided to grievant within ten (10) days of the final hearing.

HELPING CHILDREN MAKE CAREER PLANS: T I P S F O R P A R E N T S

Career decision making is a process, not an event that occurs at a given time. Your child's future career will be influenced by events that occur beginning in the pre-school years and continuing through all of adult life. Here are some ways in which you can aid your child in positive career development.

--Encourage your child to ask and think about the question, "What will I be when I grow up?" In the early years, children's hopes are often expressed in fantasy terms, especially during play. You will hear things such as, "I'm Daddy and I'm Superman, and you're Mommy and you're Wonder Woman." Don't criticize the kind of persons they are becoming. It will help you to understand him or her better if you let your child talk in this way. Provide toys that encourage experimentation through play with many different jobs.

--Don't discourage your child from planning particular careers at an early age. It is better to ask, "Why does this appeal to you?: than it is to say something like "You wouldn't like to do that" or "That's a terrific job" or "That's completely unrealistic." Until major action decisions have to be made, it is better to let your child think about any possible job choice.

--Try to help your child think about alternate choices. The question, "If for some reason, you couldn't do this, what other things would you want to do?" is a good one to raise. It will help you to learn more about your child, and will also help her/him broaden the basis for career decision making. Talking about your own alternate career choices will also help in this. For example, discussing jobs you've had in the past, or changes you might be considering in your present occupation.

--Try to eliminate sex bias in thinking about your child's future career. Your daughter may very well wish to enter an occupation you now think of as "masculine," or your son enter one that you consider "feminine." Don't discourage them from thinking about such occupations. Times are changing, and they will need extra measures of your emotional support. If the child next door discourages your daughter from being a doctor because "girls are nurses," take your daughter to a woman doctor if you can. If you can't point out women who are in traditionally male jobs. Say things like, " A person's sex really doesn't matter, it's ability that counts."

--Don't hesitate to respond when your child asks, "What do you think I should be when I grow up?" Try to make it clear that it is more important that he or she be happy than become what you would like. However, you can point out particular talents that he or she possesses and discuss the jobs that these would be helpful in.

--Tell your child about the work that you do. Try to do so in a positive way so that your child will gain respect for you by respecting what you do. Neither encourage nor discourage your child from considering your occupation. The important thing is that your child sees that you, through your work, are making contributions to society.

Source: Building Instruction Around Sex Equity Parent Workshop, Northwest Regional Educational Lab. 710 2nd Ave., Portland, Oregon 97204.

Encourage your child to ask people about their jobs. Make use of your friends who are in the occupations your child is considering. Emphasize to your child that she/he should seek information, not firm advice, from such persons. If your child is particularly interested, ask a friend if your child can visit to see what the job actually involves.

Take your child on field trips to see various people at work at factories, offices, automechanic shops, etc. This is very helpful in letting children acquire a realistic view of a variety of jobs.

Help your child explore hobbies and other leisure-time activities that are productive and useful. Sometimes such activities can lead to career choices. Whether they do or not is unimportant. What is important is that they can help your child see himself/herself as one who can accomplish something successfully.

Help your child understand how very important her/his school work will be in later job decisions. Show them how such subjects as reading, arithmetic, and communications are used in almost all occupations. In short, help them understand that there are more important reasons for going to school than simply going to school.

Encourage your child to engage in parttime work outside the home. If such work is done for pay, you can talk to your child about basic elements in the free enterprise system. Whther or not the work is for pay, it can be valuable in two ways: (1) it can help your child explore career interests, and (2) it can help your child discover the sense of accomplishment and self pride that can come from work.

--Encourage your child to visit with teachers and counselors about career plans and hopes. After such visits, talk with your children about what they learned. Feel free to tell them what you think. In doing so, make it clear that you are expressing your opinion, not telling them what to do with their lives. Don't refuse to discuss such matters with your children just because you don't know the answers.

--Visit the schools your children attend. If your child has been discussing career plans with a teacher or counselor at school, seek that person out and ask such questions as, "Do you think this career is suitable in view of my child's strengths and weaknesses?"; "What are the best schools for pursuing this field of study?"; "What is the employment outlook for this career?" You will often learn much and you will certainly help teachers and counselors help your children more if you are willing to talk to them.

--Remember, a college degree is no longer the best or surest route to occupational success. If your child is in high school, encourage him or her to think about all kinds of postsecondary educational opportunities. Try to help your child think about a variety of <u>kinds</u> of post high school educational opportunities, for example: all-volunteer armed forces, vocational schools, community colleges. Emphasize the wide choice that exists.

--Help your child understand that it will be equally important to acquire a set of specific job skills and a set of adaptable skills for occupational success. For example, if your child is preparing for a career in journalism, it would be wise to also have a broad base of academic subjects that might be used in fields other than journalism.

YOUR CHILD'S CAREER CHOICES WILL CERTAINLY AFFECT YOUR FUTURE AS WELL AS YOUR CHILD'S. IN THIS SENSE, YOU HAVE A RIGHT, AS WELL AS A RESPONSIBILITY, TO BE ACTIVE IN HELPING YOUR CHILD MAKE CAREER PLANS.

HOMEWORK
CULTURE/MYSELF

Culture: "The concepts, skills, arts, and institutions of a given people in a given period."

A culture is the produce of many heritages--national, racial, linguistic, sexual, economic, religious, political, and through it all, the changes of age. Most of us internalized the values of our culture unconsciously as children, and later discovered how these differences set us off from other people. We may have felt conflict with outsiders who disliked our culture at the same time that we felt pressure from our families to live up to the culture's expectations.

Sometimes people can change large parts of their culture by emigrating to another country, converting to a different religion, choosing a different marriage partner, job, or style of clothing.

They may solve some of their problems with these changes. Or they may only carry their problems with them into the new culture. They may find that the new culture has to cope with special problems of its own.

Identify the sources of your culture by developing the following chart: How do you describe your:

NATIONALITY?

LANGUAGE?

RACE?

SEX?

RELIGION?

INCOME?

JOB?

OTHER FACTORS?

REMEMBER TO BRING THIS PAPER FILLED OUT TO SESSION II.

Source: Venture Beyond Stereotypes, Education Development Center, 1979.

PARENTAL INVOLVEMENT WORKSHOP EVALUATION FORM

As a result of my participation in this workshop:

	Increased	Decreased	Remained Unchanged
1. My awareness of the effects of sex bias on students has:	_____	_____	_____
2. My awareness of women in the work force has:	_____	_____	_____
3. My knowledge of anti-discrimination laws, especially Title IX, has:	_____	_____	_____

4. Below is a list of the major activities of this workshop. Please circle the number that most closely reflects your feelings about each activity.

ACTIVITY	Useful	Somewhat Useful	Not Very Useful	Not At All Useful
STARTLING STATEMENTS	1	2	3	4
SCRAMBLED MYTH AND REALITIES	1	2	3	4
AUDIO VISUAL	1	2	3	4
TITLE IX - IT'S THE LAW	1	2	3	4

5. What activity did you like best? _____

6. What activity did you like least? _____

7. When you get home tonight, what are you going to tell your family about what you learned?

_____

_____

_____

_____

8. Other comments: _____

_____

_____

_____

_____

Sesión I
Comunicado Para
Los Participantes

AGENDA
PARTICIPACION DE PADRES.
SESION DE ORIENTACION

Metas:

1. Establecer conciencia del prejuicio sexual y sus efectos dañinos a ambos muchachos y muchachas.
2. Proporcionar a los padres información de la mujer en la fuerza obrera.
3. Proporcionar a los padres información acerca del Título IX.

Hora	Actividad	Propósito
6:30	REFRESCOS	Llegar a conocerse. Llevar a los niños a la sala de recreos.
7:00	INTRODUCCIONES	Presentar los entrenadores a los participantes: Concentrar en el propósito de la participación en las sesiones.
7:10	COMPARTIENDO LA AGENDA	Llegar a un entendimiento mutuo de los propósitos de la sesión.
7:15	DISENO DE PROGRAMA	Orientar a los padres en el programa, establecer reglas básicas para la participación.
7:20	DECLARACIONES ALARMANTES	Aumentar la conciencia del papel del prejuicio sexual en el mercado obrero.
7:40	MIXTOS-MITOS Y REALIDADES	Hacer a los padres concientes de por lo menos una actitud basada en papeles de estereotipos sexuales.
8:00	INTERMEDIO	
8:10	CINTA AUDIOVISUAL Tengo Gusto de Ser El, Tengo Gusto de Ser Ella	Dar a los padres un resumen del impacto del prejuicio sexual en el ambiente educativo.
8:45	EL TITULO IX ES LA LEY	Proporcionar a los padres conocimiento del Título IX, especialmente sus implicaciones para la educación vocacional.
9:00	EVALUACION: SESION I	Valorar lo efectivo del entrenamiento.

PARA LA PROXIMA JUNTA

1. Traiga a su esposo/esposa a nuestra próxima junta.

O

2. Traiga a un vecino/vecina para compartir esta experiencia.

Y

3. Complete la tarea: Cultura Propia

Sesión I
Instrucciones para el entrenador
Repítase durante cada sesión

PRESENTACIONES Y COMPARTIMIENTO DE LA AGENDA

PROPOSITO

Compartir con los padres quien es usted; establecer un ambiente donde la gente se siente incluída; establecer normas; compartir con los padres sus expectaciones acerca de los propósitos y la agenda para este taller.

TAMANO DEL GRUPO

De 10 a 30 personas

ARREGLOS DEL CUARTO

Para un grupo grande, informal

EL TIEMPO REQUERIDO

Aproximadamente 10 minutos

MATERIALES

Tarjetas con los nombres, agenda y propósitos en papel o como un comunicado de prensa.

PROCEDIMIENTOS

(Cada entrenador tiene su propio estilo para presentar el taller. Estas son algunas sugerencias y la razón por hacer ciertas cosas.)

1. El entrenador se presenta a sí mismo (y a su compañero/compañera).

   Opcional: Pida que cada persona en el cuarto se presente.

   Opcional: Hemos descubierto que etiquetas con los nombres en cada participante nos ayuda a asociar los nombres con las caras. También permite que los padres se familiarizen los unos con los otros.

2. El entrenador da un resumen del taller, incluyendo una explicación de los términos "igualdad sexual" y "descriminación sexual" -- (IGUALDAD SEXUAL -- tratamiento igual y justo de hombres y mujeres para promover oportunidades iguales en educación y en el empleo; DESCRIMINACION SEXUAL -- Un conjunto de actitudes que causa, apoya o justifica el tratamiento desigual de personas a base de sexo). El entrenador relaciona el taller de padres al entrenamiento de maestros si hay este entrenamiento en la escuela).

3. En entrenador comparte los propósitos completos y el contenido en general del taller.

4. El entrenador pide si hay necesidad de clarificar preguntas o preocupaciones. ?REFLEJA LA AGENDA SUS RAZONES POR ESTAR AQUI? ?HAY ALGO QUE LO CONFUNDE? ?TIENE ALGUNAS PREOCUPACIONES? RELACIONE LAS EXPECTACIONES Y LAS PREOCUPACIONES A LA AGENDA. *(Es importante que surjan las preocupaciones temprano para que los padres puedan prestar su atención completa a las actividades del taller. Las preocupaciones pueden ser tan sencillas como ?Cuánto dura el intermedio? ?Dónde está el cuarto de baño? Sin embargo, pueden ser más complejas, tales como no estoy de acuerdo con la igualdad o no quiero estar aquí! Estas últimas preocupaciones tienen que ser discutidas -- aunque tal vez sería más apropiado hacerlo individualmente -- aunque tal vez no tengan solución.)

Sesión I - Definiciones

igualdad sexual - TRATAMIENTO IGUAL Y JUSTO DE HOMBRES Y MUJERES PARA PROMOVER OPORTUNIDADES IGUALES EN EL EMPLEO Y EN EDUCACION

descriminacion sexual - UN CONJUNTO DE ACTITUDES QUE CAUSA, APOYA O JUSTIFICA EL TRATAMIENTO DESIGAL DE PERSONAS A BASE DE SEXO.

DISENO DEL PROGRAMA

PROPOSITO

Presentar el programa a los padres

TAMAÑO DEL GRUPO

Cualquier tamaño

TIEMPO REQUERIDO

Aproximadamente 5 minutos

MATERIALES

Tarjetas con la información apropiada anotada para el presentador
Proyector sobre cabezas
Transparencias de las reglas fundamentales

ARREGLO DEL CUARTO

Arreglo para grupo grande, informal

PROCEDIMIENTO

1. Relacione este programa al plan de acción de igualdad del distrito escolar.
2. Dé una breve historia del programa
3. Explique como se financea el programa. Discuta cualquier cuestion financiera y los requisitos que los participantes deben saber: por ejemplo: hojas para firmar, anotar numero de seguro social, etc.
4. Reconozca y dé las gracias a las personas presentes que ayudaron a reunir a los participantes.
5. Repase las reglas fundamentales.

REGLAS FUNDAMENTALES - PRESENTACION ESTANDARD PARA TODAS LAS SESIONES.

Lo que los padres pueden esperar de este programa:

-- Respeto a sus valores e ideas

-- Estadísticas al corriente del mundo obrero

-- La disposición para permitir diferencias individuales

-- Un ambiente relajado

-- La disposición para hacer cambios que cumplen con sus necesidades

?QUE SE ESPERA DE LOS PADRES?

-- El respeto a las opiniones ajenas

-- Asistencia regular

-- Aceptación de nuevas ideas

-- La disposición para reflexionar en experiencias pasadas

-- La intención de aplicar nuevas ideas con su familia.

DECLARACIONES ALARMANTES

PROPOSITO

Despertar el interés y la conciencia al lugar de la mujer en la economía, carreras y ocupaciones tradicionales y no tradicionales y la relación entre el nivel de educación y los ingresos.

TIEMPO REQUERIDO

15 minutos

TAMAÑO DEL GRUPO

De 10 a 40 personas

MATERIALES

Lápiz y papel, dos o tres conjuntos de tarjetas con declaraciones alarmantes con un cordón pegado para colgarse del cuello de los participantes.

ARREGLO DEL CUARTO

Arreglo para un grupo grande con amplio espacio

PROCEDIMIENTOS

1. Reparta a los participantes las tarjetas para que se las cuelguen sobre la espalda.
2. Los participantes luego le piden a 5 otros participantes que contesten la pregunta escrita en la tarjeta.
3. Se determina la respuesta típica, y se reporta en la discusión general.
4. Reparta a cada participante una copia del comunicado y permita que anoten las respuestas correctas en el.

COMENTARIO EDITORIAL

Con un número grande de personas, solamente 10 declaraciones se usan, así varias personas tendrán la misma pregunta. Por medio de ocultar la pregunta, el participante no agrega sus prejuicios a la respuesta y se le quita toda la responsabilidad por la respuesta. El crear un ambiente sin tensión es de importancia, particularmente cuando muchos de los participantes tienen un nivel bajo de confianza en su habilidad matemática o se detienen al discutir estereotipos sexuales y la descriminación sexual.

RESPUESTAS

1) 3% 2) 5% comparado con 26% 3) 99% 4) 4% 5) 9%
6) 5% 7) 11% 8) 7% 9) 1.2% 10) 6.5%

*Las respuestas números 9 y 10 tendrán que reflejar datos del distrito escolar.

Sesión I
Comunicado Para
Los Participantes

DECLARACIONES ALARMANTES

___ 1. La mujer forma el 51% de la población de Los Estados Unidos. ?Qué porcentaje representa en la profesión de ingenieros de Los Estados Unidos?
___ 2. ?Qué porcentaje de la trabajadora de tiempo completo gana $15,000 o más por año?
___ 3. ?Qué porcentaje de trabajos de secretarias se hacen por la mujer?
___ 4. ?Qué porcentaje de los oficiales de policía son mujeres?
___ 5. ?Qué porcentage de abogados practicantes son mujeres?
___ 6. En 1976, ?Qué porcentaje de la mujer mexico-americana había terminado por lo menos 4 años de universidad?
___ 7. En 1976, ?Qué porcentaje del hombre mexico-americanos había terminado por lo menos 4 años de universidad?
___ 8. De la mujer hispana con empleo, ?Qué porcentaje trabaja en ocupaciones profesionales o técnicas?
___ 9. En 1980, ?Qué porcentaje de los estudiantes de auto mecánica en la secundaria vocacional local eran mujeres?
___10. En 1980, ?Qué porcentaje de los estudiantes matriculados en cursos de educación vocacional de la oficina en la secundaria vocacional local eran hombres?

FUENTES:

1. George H. Brown, Bachelor Degree Awards to Women, Washington, D. C.: National Center for Education Statistics. "Education and Income by Race and Sex," Chronicle of High Education. Vol. 12, No. 21, August 2, 1976.

2. Employment and Unemployment Trends During 1977, Special Labor Force Report 212, U.S. Department of Labor, Bureau of Labor Statistics.

3. A Statistical Portrait of Women in the U.S. Current Population Reports, Special Studies Series P-23, No. 58, Washington, D.C.: U.S. Department of Commerce, Bureau of the Census, April 1976.

4. Betty M. Vetter and Eleanor L. Babco, Professional Women and Minorities. A Manpower Resource Service. Washington, D.C.: Scientific Manpower Commission, 1976.

5. Butler, Matilda, and Marzone, Jean, Education: The Critical Filter, Far West Laboratory, 1980.

6. Report of Conference on the Educational and Occupational Needs of Hispanic Women, National Institute of Education, 1980.

7. Datos de matriculación local, Escuelas Independientes de Ysleta, 1980.

Adaptado de "Equals": un manual para promover la participación de la mujer en matemáticas por Alice Kaseberg, Nancy Kreinberg and Diane Downie c. 1980 Lawrence Hall of Science, University of California, Berkley, California 94710.

Sesión I
Comunicado para los participantes

MIXTOS, MITOS Y REALIDADES

EL ADULTO - ENTERADO EN ACTITUD

OBJECTIVO

Los participantes podrán indicar por lo menos una manera en que las personas aprenden a los estereotipos sexuales.

Los participantes podrán indicar por lo menos una de sus actitudes y acciones que están basadas en estereotipos sexuales.

TAMAÑO DEL GRUPO

De 10 a 30 personas

TIEMPO REQUERIDO

20 minutos

MATERIALES

Copias de: Mitos y Realidades

ACTIVIDAD

Diga a los participantes:

1. HAY MUCHOS ESTEREOTIPOS DE LA MUJER OBRERA. VAMOS A JUGAR UN JUEGO EN EL QUE USTEDES SE FAMILIARIZARAN CON ALGUNOS DATOS ACERCA DE LA MUJER EN EL CAMPO OBRERO. LA FUENTE DE ESTOS DATOS ES EL DEPARTAMENTO DE TRABAJO DE LOS ESTADOS UNIDOS, ADMINISTRACION DE NORMAS DE EMPLEO, CAMARA DE MUJERES.

2. Divídase al grupo total en grupos pequeños de tres a cinco personas cada uno.

3. Désele a cada grupo una copia de Mixtos, Mitos y Realidades.

4. Los participantes forman pares con el mito más comunmente escuchado y la realidad o el dato estadístico, como reportado por el Departamento de Trabajo de los Estados Unidos, que probará que el mito es una falsedad.

5. Proporcione las respuestas 1) H 2) G 3) D 4) F 5) I 6) C 7) A 8) J 9) B 10) E

6. Después de que los participantes hayan terminado este ejercicio, discútanse los resultados.

   ?FUERON SORPRENDENTES ALGUNOS DE LOS DATOS PARA USTED?

   ?DONDE SE ORIGINARON TALES MITOS?

Adaptado del Proyecto del Centro de Maestros de Texas, Igualdad para la mujer en la educación.

MIXTOS, MITOS Y REALIDADES

MITOS

_____ 1. El lugar de la mujer es el hogar.

_____ 2. La mujer no está seriamente unida al campo obrero -- trabaja sólo para obtener "unos centavitos" extra.

_____ 3. Cuando la mujer trabaja le quita al hombre oportunidades en el empleo.

_____ 4. La mujer debe permanecer en empleos "para mujeres" y no debe competir para los empleos "de los hombres".

_____ 5. La mujer no quiere responsabilidad en el empleo; prefiere no tener ascensos o cambios en su empleo que aumentan el trabajo.

_____ 6. El hijo de la madre que trabaja está más propenso a convertirse en delincuente juvenil que el hijo de la madre que no trabajan.

_____ 7. A la gente no le gusta trabajar bajo supervisoras.

_____ 8. La mujer gana tanto dinero como el hombre.

_____ 9. La mujer que permanece en el hogar vale menos a la sociedad.

_____10. La mujer se casa, y luego abandona el trabajo.

Adaptado del proyecto del Centro de Maestros de Texas, Igualdad para la mujer en la educación.

MIXTOS, MITOS Y REALIDADES

REALIDADES

A. La mayoría de los que se quejan de las supervisoras jamás han trabajado bajo la supervisión de una mujer.

En un estudio donde por lo menos tres cuartos de ambos hombres y mujeres (todos gerentes) habían trabajado bajo una gerente, su evaluación de la mujer como gerente fue favorable. Sin embargo, el estudio mostró un prejuicio tradicional/cultural entre los que reaccionaron desfavorablemente a las mujeres como gerentes.

En otro estudio donde el 41% de las compañías indicaron que ocupaban a mujeres como gerentes, ninguno calificó su funcionamiento como no satisfactorio - El 50% las calificó como adecuadas - El 42% las calificó como igual a sus antecesores - y 8% las calificó como mejores que sus antecesores.

B. La Administración del Seguro Social ha publicado un estudio que muestra que el valor del trabajo de ama de casa es más o menos $5,500. La mujer que tiene hijos pequeños en el hogar "vale" $7,500, dice este mismo estudio. Las cifras se determinaron por multiplicar las horas dedicadas a varias tareas por el pago por hora de cada actividad basado en lo que los patrones comerciales y particulares estaban pagando. La ganancia anual típica de todos los trabajadores de tiempo completo es aproximadamente $8,500.

C. Los estudios indican que hay muchos factores que hay que considerarse al buscar las causas por la delincuencia juvenil. No parece ser un factor determinante el que la madre trabaje o no.

D. En 1970 había un promedio de 31.5 millones de mujeres en el campo obrero. El número de hombres sin empleo era 2.2 millones. Si todas la mujeres permanecieran en casa y si los hombres sin empleo tomaran los trabajos de las mujeres, habría 29.3 millones de trabajos vacantes.

Además, la mayoría del hombre sin empleo no tiene ni la educación ni las destrezas para calificar para los trabajos que tiene la mujer, tales como secretaria, maestra, y enfermera.

Adicionalmente, la mayoría de las 7 millones de mujeres solteras en la fuerza obrera se mantienen por sí mismas, y casi todas las 5.9 millones de mujeres viudas, divorciadas o separadas empleadas o buscando empleo se mantienen por sí mismas y mantienen a su familia. Estas también necesitan trabajos.

E. Aunque es cierto que muchas mujeres dejan su trabajo para casarse y tener hijos, la ausencia es solo provisional para la mayoría de ellas. Regresan cuando los hijos ingresan a la escuela. A pesar de esta interrupción en el empleo, la mujer trabajadora típica tiene una vida media de trabajo de 25 años en comparación de la de 43 años del trabajador típico masculino. La mujer soltera lleva un promedio de 45 años en la fuerza obrera.

F. Los trabajos, con excepciones muy raras, no tienen sexo. La mujer se encuentra en todas las 479 ocupaciones anotadas en el censo de 1960. La tradición, en lugar del contenido del trabajo, ha permitido que se catagorizen ciertos trabajos como para la mujer y otros como para el hombre. Por ejemplo, aunque pocas mujeres trabajan como ingenieros, los estudios muestran que dos terceras partes de las muchachas más que los muchachos tienen aptitud para esta clase de trabajo.

G. De los 31 millones de mujeres en la fuerza obrera en marzo de 1970, casi la mitad estaban trabajando a causa de necesidades de emergencia económica. Eran ya sea solteras, viudas, divorciadas, o separadas o tenían esposos cuyos ingresos eran menos de $3,000 y $7,000 -- ingresos que no calificaban bajo el criterio establecido por la Cámara de Estadísticas de Trabajos ni para un bajo nivel de vida para una familia urbana de cuatro.

H. Actualmente la mitad de todas las mujeres entre las edades de 18 y 64 años están en la fuerza obrera, donde contribuyen substancialmente al crecimiento de la economía del país. Los estudios indican que 9 de cada 10 muchachas trabajaran fuera del hogar alguna vez durante su vida.

I. Son relativamente pocas las mujeres que han sido ofrecidas posiciones de responsabilidad. Pero al recibir estas oportunidades, la mujer como el hombre, logra cumplir con las responsabilidades de su trabajo ademas de las responsabilidades personales o familiares. En 1970, 4.3 millones de mujeres se mantenían en trabajos profesionales o técnicos -- otras 1.3 millones trabajaban como gerentes no de granja, oficiales o propietarias. Muchas más tenían trabajos como supervisoras a todos los niveles en oficinas o fábricas.

J. La mitad de toda la mujer empleada gana menos de $5,323 a comparación de $8,966 ganados por el hombre -- solamente 7% de la mujer gana mas de $10,000 a comparación de 40% del hombre. Y la mujer está atrasando terreno en este tramo -- en 1955, los ingresos medios de la mujer eran 63.9% de los del hombre -- en 1970 habían bajado a 59.4%.

INSTRUCCIONES AL ENTRENADOR
TENGO GUSTO SER "ELLA"/TENGO GUSTO SER "EL"

PROPOSITO

Proporcionar a los padres un resumen del impacto de la descriminación sexual en el ambiente educativo

MATERIALES

Proyector y grabadora; cinta de transparencias y cinta de sonido; extensión eléctrica; adaptador de enchufe, pantalla

TAMAÑO DEL GRUPO

Un grupo grande que pueda ver la pantalla

TIEMPO REQUERIDO

Aproximadamente 30 minutos depende del tiempo dedicado a la discusión al terminar.

ARREGLO DEL CUARTO

Sillas fáciles de mover, arregladas para poder ver la pantalla; un cuarto que puede facilmente obscurecerse

PROCEDIMIENTOS

1. El entrenador presenta la cinta. ESTA CINTA LES DARA UN RESUMEN DE LOS EFECTOS DE LA DESCRIMINACION SEXUAL EN AMBOS MUCHACHOS Y MUCHACHAS EN LAS ESCUELAS. UNO DE LOS OBJETIVOS DE LA ELIMINACION DE LA DESCRIMINACION SEXUAL EN LA EDUCACION ES EL AYUDAR A TODOS LOS NINOS/NINAS, SIN IMPORTAR EL SEXO O LA RAZA, A DESARROLLAR SENTIMIENTOS POSITIVOS EN SU AMOR PROPIO. El entrenador debe indicarles a los participantes que algunas de las estadísticas de empleos tal vez no estén al corriente y que algunos de los programas mencionados por los productores de la cinta tal vez no reflejen las tendencias o los intereses en otras áreas del país.

2. El entrenador inicia la cinta. (Se recomienda un repaso completo de la cinta antes de presentarla por primera vez para permitirle poder hacer comentarios adecuados al terminar.)

3. El entrenador facilita una discusión con el grupo en general. Preguntas de enfoque:

   * ?CUALES SON SUS REACCIONES A LAS IDEAS EXPRESADAS EN LA CINTA?

   * ?SABE USTED DE EJEMPLOS DE LA DESCRIMINACION SEXUAL EN LA ESCUELA DE SU HIJO/HIJA PARECIDOS A LOS QUE SE VEN EN LA CINTA? SI ASI ES, ?CUALES SON? ?ESTAN CORRIGIENDOSE EN LA ESCUELA?

Producido por el Departamento de Instrucción Pública de Carolina, Walter A. Brown, Coordinador de Igualdad Sexual, División de Educación Vocacional, Raleigh, North Carolina 27611.

EL TITULO IX - ES LA LEY

PROPOSITO

Adquirir un entendimiento básico de los reglamentos del Título IX e identificar correctamente si por lo menos cinco quejas son infracciones del Título IX.

TIEMPO REQUERIDO

20 minutos

MATERIALES

Copias de:
?Es Usted Un Padre Informado? Preguntas
?Es Usted Un Padre Informado? Respuestas
Are You An Informed Parent?Questions.
Are You An Informed Parent? Answers
District Title IX Grievance Procedure
Procedimientos de Agravio del Título IX del Distrito Escolar
(El procedimiento de agravios del Título IX para el Distrito Escolar Independiente de Ysleta se incluye en este manual como ejemplo.)
lápices

TAMAÑO DEL GRUPO

De 10 a 40 personas

RAZONAMIENTO

Aunque el Título IX fue escrito en 1972 y los reglamentos se efectuaron desde julio de 1975, muchos padres todavía no entienden lo que estos abarcan. Todos los programas educativos en cualquier institución que reciba fondos federales se protegen por esta ley. Por esto, los padres deben familiarizarse con el Título IX, sus reglamentos, y el proceso de agravios de su institución.

PROCEDIMIENTO

1. Use los ejemplos de casos adjuntos como una prueba preliminaria para su grupo.
2. Repase las respuestas enfatizando por qué existe la infracción.
3. Brevemente indique otras áreas protegidas por el Título IX.
4. Reparta copias del procedimiento de agravio del distrito.

Ejemplos de casos tomados del Central de Recursos en Papeles Sexuales en la Educacion, Fuente Nacional para el mejoramiento de la Educacion, Washington, D.C.

Sesión I
Comunicado para
los participantes

?ES UD. UN PADRE INFORMADO? Preguntas

La protección de los derechos de sus hijos/hijas a una educación no descriminatoria comienza con el aprender como padre cuáles son estos derechos bajo el Título IX. Los siguientes cinco ejemplos están diseñados para probar su conocimiento de los provisiones básicas del Título IX especialmente a como pertenecen a la educación vocacional.

SITUACION A

Supongamos que su hijo vio un anuncio en el boletín del consejero que el dueño de una tienda local de donas solicita ayuda extra para el verano. Su hijo hizo solicitud y el dueño le dijo, "Lo siento. Solamente ocupo a muchachas para el trabajo de este verano."

Pregunta: ?Está violando la escuela los derechos de su hijo en este caso? _____

SITUACION B

Supongamos que un representante de un programa local de entrenamiento para aprendices visitó la escuela para hablarle a los estudiantes acerca de ingresar en programas como aprendices después de su graduación de la secundaria. El representante visitó la escuela vocacional donde había solamente muchachos en las clases.

Pregunta: ?Hay violación al Título IX en este caso? _____

SITUACION C

Supongamos que su distrito escolar requiere que las mujeres demuestren proficiencia mecánica básica antes de admitirlas en una clase de mecánica automotriz; no requiriendo tal demostración de los hombres.

Pregunta: ?Hay una violación a los derechos de los estudiantes bajo el Título IX?

_____

SITUACION D

Los alumnos del séptimo año en el distrito escolar 41 han completado inventarios para determinar la dirección general de sus intereses vocacionales. Su hijo/hija recibe un reporte sobre los resultados indicando sus marcas comparadas con las de otros estudiantes del mismo sexo que completaron la prueba. El reporte proveído a las estudiantes se basa en una lista de tales ocupaciones como secretaria, dependiente, enfermera, maestra. Igualmente, el reporte proporcionado a los estudiantes marcó sus intereses en tales vocaciones como mecánica automotriz, leyes, medicina, ingeniería.

Pregunta: ?Es esta una violación a los derechos de los estudiantes bajo el Título IX? _____

SITUACION E

Supongamos que a su hija se le ha reusado entrada a un programa de empleo cooperativo en electrónica porque su patrón decidió que las mujeres no son aceptables para este empleo. Pregunta: ?Es esta una violación de los derechos de los estudiantes bajo el Título IX?

?ES UD. UN PADRE INFORMADO? Respuestas

SITUACION A

Sí, esta es una violación al Título IX.

?Por qué?: Bajo el Título IX la escuela no puede prestar "auxilio significante" a una agencia, grupo, o patrón que discrimina contra sus estudiantes. Al hacer este anuncio, la escuela está permitiendo que el patrón ocupe a su cuerpo estudiantil descriminatoriamente. Así pues, la escuela no está protegiendo los derechos de su hijo bajo el servicio que proporciona al poner lista de los trabajos veraniegos para estudiantes.

SITUACION B

Sí, esta es una violación al Título IX.

?Por qué?: Al permitir que el representante hablara a las clases vocacionales compuestas solamente de muchachos, la escuela estaba alentando una práctica descriminatoria de dar información y proveer referencias a solamente un sexo. Bajo el Título IX, todas las clases están abiertas a todos los estudiantes. Aunque no había muchachas que habían decidido tomar las clases vocacionales en cuestión, la información de entrenamiento de aprendiz tiene que proporcionárseles a ambos muchachos y muchachas en el programa vocacional, no solamente a las clases vocacionales escogidas.

SITUACION C

Sí, esta es una violación del Título IX.

?Por qué?: El Título IX requiere que ningún estudiante sea negado admisión a cualquier clase, sea negado participación en grupos o actividades patrocinados por la escuela, o que reciban asignaturas distintas a causa de su sexo.

SITUACION D

Sí, esta es una violación del Título IX.

?Por qué?: La descriminación por sexo en el uso de instrumentos para guiar y la provisión de servicios de consejo se prohibe por los reglamentos de Título IX. El proporcionar los resultados de pruebas basados en normas de diferencias sexuales se permite solamente si los muchachos y las muchachas son proveídos con reportes de sus marcas de acuerdo con ambas normas.

Las escuelas no pueden usar pruebas u otros materiales que abarcan distintas áreas ocupacionales o distintos intereses para evaluar o para aconsejar a estudiantes. También se tiene que tener cuidado para asegurar que los estudiantes entiendan el significado de tales pruebas y proporcionar oportunidades para clarificaciones.

SITUACION E

Sí, esta es una violación del Título IX.

?Por qué?: El Título IX prohibe el hacer asignaturas de empleo o de programa de trabajo a estudiantes a base de sexo: las escuelas no pueden proporcionar auxilio a patrones de facilidades que descriminen.

PROCEDIMIENTOS DE AGRAVIO PARA TITULO IX

Título IX del Acta de Enmiendas Educacionales de 1972 pertenece a no-descriminación a causa del sexo; Sección 504 del Acta de Rehabilitación de 1973 pertenece a no-descriminación por medio de incapacidad. Cada uno de estos reglamentos federales recomienda el establecimiento de procedimientos de agravio disponibles a cualquier estudiante, padre o empleado alegando polizas escolares (de las escuelas/del distrito), procedimientos o prácticas que serían prohibidos por cualquiera del Título IX o Sección 504. Por lo tanto, el Distrito Escolar Independiente de Ysleta mantiene los siguientes procedimientos de agravio:

I. La registración de cualquier reclamación de agravimiento inicialmente será presentada en forma escrita al administrador donde el estudiante o el empleado está asignado. Tal agravio será sometido dentro de treinta (30) días retirados de la infracción alegada. El administrador examinará el asunto y consultará con todos los partidarios implicados en la reclamación. Una decisión será rendida y adelantada al demandante, en forma escrita, dentro de diez (10) días del recibo de la querella.

II. El estudiante, padre o empleado que desea apelar la decisión inicial puede hacerlo dentro de diez (10) días siguientes del aviso de la decisión inicial. Tal apelación debe de ser sometida en forma escrita, al oficial encargado El Director de Personal del Distrito Escolar Independiente de Ysleta, 8445 Valdespino, El Paso, Tejas 79907, teléfono (915) 859-7971. La declaración escrita que es sometida al administrador en El Paso formará la base de la apelación. Dentro de cinco (5) días de la petición de apelación escrita, el oficial encargado notificará al querellante de la fecha y la hora que el asunto será considerado. Tal inquisición será conducida por el oficial complidor en asociacion con un comite examinador a no más tardar que treinta (30) días del recibo de la súplica apelativa del demandante. Al terminar la audiencia, el oficial encargado rendirá una decisión al reclamante, en forma escrita, dentro de diez (10) días.

III. Apelación más adelante, si deseada, puede ser sometida en forma escrita a la oficina del superintendente. El reclamante someterá tal petición de apelar dentro de diez (10) días de la decisión rendida en El Paso. El superintendente notificará al querellante dentro de cinco (5) días de la suplica apelative de la fecha y hora en que el asunto será examinado y considerado. La audiencia/examinación ocurrirá a no más tardar que treinta (30) días después de la súplica apelativa. El superintendente rendirá una decisión, en forma escrita, al demandante dentro de diez (10) días de la terminación de la audiencia.

IV. Si los pasos anteriores son llevados a cabo sin resolver el problema, el reclamante puede apelar a la Mesa Directiva. Tal súplica apelative tendría que ser hecha dentro de diez (10) días después de la decisión rendida en El Paso. El cuerpo de Regentes avisará al querellante dentro de diez (10) días de la súplica apelative de la fecha y la hora en que el asunto será examinado. Tal audiencia ocurrirá a no más tardar que cuarenta y cinco (45) días después de la suplica apelativa. Una decisión escrita será rendida y proveída al demandante dentro de diez (10) días de la audiencia final.

AYUDANDO A LOS NIÑOS A HACER PLANES ACERCA DE SU CARRERA: ADVERTENCIAS PARA LOS PADRES

El hacer decisiones acerca de una carrera es un proceso, no es un acontecimiento que sucede a un tiempo determinado. La carrera futura de su hijo será inducida por los acontecimientos que ocurren comenzando en los años pre-escolares y que continúan durante toda su vida de adulto. Aquí hay algunas maneras en que usted puede ayudar a su hijo en el desarrollo positivo de una carrera.

Estimule a su hijo a que pregunte y piense acerca de la pregunta, "?Qué seré cuando crezca?" En los primeros años, las esperanzas de los niños se expresan en términos de fantasía, especialmente durante el tiempo cuando están jugando. Escuchará cosas tales como, "Yo soy Papá y yo soy Superman. Tú eres Mamá y tú eres Supermujer." No critique tales declaraciones. Su hijo está explorando lo que él o ella es y el tipo de persona que se está formando. Le ayudará a comprenderle a él o ella mejor si permite que su hijo se exprese de esta manera. Proporciónele los juguetes que fomenten experimentación por medio del juego en muchos empleos diferentes.

No desanime a su hijo a que haga planes acerca de carreras específicas durante su niñez. Es mejor preguntar, "?Por qué te gusta esto?" que decir "Eso no te gustaría" o "Ese es un empleo magnífico" o "Eso es completamente fuera de la realidad." Hasta que se tengan que hacer decisiones de acción mayor, es preferible permitir que su hijo piense en cualquier posible empleo.

--Trate de ayudar a su hijo a pensar en elecciones alternativas. La pregunta, "?Si por alguna razón no puedes hacer esto, que otra cosa te gustaría ser?" es una buena manera de reaccionar. Le ayudará a aprender más acerca de su hijo, y también le ayudará a él o a ella a ampliar su criterio para hacer decisiones en el empleo. También servirá si usted habla de sus propias elecciones y alternativas en su carrera. Por ejemplo, discutiendo empleos que usted haya tenido en el pasado, o cambios que usted esté considerando en su empleo actual.

--Trate de eliminar prejuicios sexuales al considerar acerca de la futura ocupación de su hijo. Es muy posible que su hija desee embarcarse en una ocupación que usted piense es carrera "masculina", o que su hijo considere una que usted piense ser "femenina." No desanime la consideración de dichas ocupaciones. Los tiempos cambian, y necesitarán más y más su apoyo emocional. Si la niña de enseguida desanima a su hija de ser médico porque "las mujeres solamente son enfermeras", lleve a su niña a una mujer médico si es posible. Si esto no es posible, indíquele las mujeres que están en empleos que son tradicionalmente para hombres. Dígale cosas como, "El sexo de una persona en realidad no importa, lo que cuenta es la habilidad."

--No se detenga y conteste si su hijo pregunta, "?Qué crees que debo hacer cuando crezca?" Trate de que claramente entienda que lo importante es que él o ella sea feliz. Y no que haga lo que usted quiere. Sin embargo, puede usted indicarle talentos particulares que posee y discutir los empleos en los que estos pueden servirle.

--Cuéntele a su hijo acerca del trabajo que usted hace. Trate de hacerlo en una forma positiva para que el niño le tenga respeto a usted por medio de respetar lo que usted hace. No anime ni desanime a su hijo al considerar el trabajo de usted. Lo importante es que su hijo vea que usted, por medio de su trabajo está haciendo contribuciones a la sociedad.

--Anime a su hijo que le haga preguntas a la gente acerca de su trabajo. Haga uso de sus amigos que están en empleos que su hijo está considerando. Déle énfasis a que su hijo/hija debe buscar información, no consejos fijos, de estas personas. Si su hijo muestra un interés especial, pídale a un amigo que deje a su hijo que haga una visita para que vea lo que realmente es el empleo y lo que requiere.

--Lleve a su hijo en excursiones para que vea a varias personas en su trabajo en fábricas, oficinas, talleres mecánicos de automóviles, etc. Esto es muy bueno para que los niños adquieran una vista realista de una variedad de empleos.

--Ayúdele a su hijo a explorar pasatiempos y otras actividades de tiempo de recreo que son productivas y útiles. Algunas veces dichas actividades pueden desarrollarse en alternativas para carreras. Que lo hagan o no, no es lo que importa. Lo que es importante es que pueden ayudarle a su hijo a verse a sí mismo como una persona que puede lograr hacer algo con éxito.

--Ayúdele a su hijo a comprender lo importante que será su trabajo escolar en las decisiones de empleo después. Muéstreles lo mucho que las materias como lectura, matemáticas, y las comunicaciones se utilizan en casi todos los empleos. En fin, ayúdeles a entender que hay muchas razones importantes por asistir a la escuela y no solamente la razón de la asistencia obligatoria.

--Anímeles a que obtengan un trabajo por horas fuera del hogar. Si este trabajo se hace por pago, puede hablar con su hijo acerca de los elementos básicos del sistema de empresa libre. Sea o no el trabajo por pago, puede ser valioso en dos maneras: (1) puede ayudarle a su hijo a explorar intereses de carrera y (2) puede ayudarle a su hijo a descubrir el sentido de realización y de orgullo en sí mismo que puede resultar por medio del trabajo.

--Anime a su hijo a que platique con los maestros y los consejeros acerca de sus planes y esperanzas. Después de esto, hable con sus hijos acerca de lo que han aprendido. Siéntase libre para decirles lo que usted piensa. Al hacer esto, indíqueles claramente que usted está expresando su opinión, no está diciéndoles que es lo que deben hacer con su vida. No se niegue a discutir estos asuntos con sus hijos simplemente porque usted no tiene todas las respuestas.

--Visite las escuelas a las que asisten sus hijos. Si su hijo ha estada discutiendo planes acerca de su carrera con una maestra o con el consejero de la escuela, busque a esta persona y hágale preguntas como las siguientes, "?Cree usted que esta carrera es adecuada en vista de las fuerzas y las flaquezas de mi hijo?"; "?Cuáles son las posibilidades de empleo en esta carrera?" Muchas veces se aprende cantidad y de cierto que esto ayudará a las maestras y a los consejeros a ayudarle más a sus hijos si usted está dispuesto a hablar con ellos.

--Recuerde que un título universitario ya no es el método mejor o más seguro para obtener éxito en una carrera. Si su hijo está en la secundaria, anímele a pensar en todas las clases de oportunidades educativas post-secundarias. Trate de ayudarle a su hijo a pensar en la variedad de tipos de oportunidades educativas a nivel post-secundario, por ejemplo: todas las fuerzas armadas voluntarias, escuelas vocacionales, community colleges. Enfatize el amplio campo que existe para escoger.

--Ayúdele a su hijo a comprender que será de igual importancia el obtener destrezas específicas como destrezas adaptables para tener éxito en su ocupación. Por ejemplo, si su hijo se está preparando para una carrera en periodismo, sería prudente también tener una base amplia en materias académicas que pueden utilizarse en otras áreas además del periodismo.

LO QUE SU HIJO ESCOJA COMO CARRERA CIERTAMENTE AFECTARA TANTO SU FUTURO COMO EL DE EL. EN ESTE SENTIDO USTED TIENE EL DERECHO, TANTO COMO LA RESPONSABILIDAD, DE SER ACTIVO EN AYUDAR A SU HIJO A HACER PLANES PARA SU CARRERA.

TAREA
CULTURA/PROPIA

La cultura: "Los conceptos, las destrezas, las artes, y las instituciones de un pueblo a cualquier tiempo en la historia."

Una cultura es el producto de muchas herencias--nacionales, raciales, linguísticas, sexuales, económicas, religiosas, políticas, y através de todas ellas, el cambio de los años. La mayoría de nosotros internalizamos los valores de nuestra cultura inconcientemente desde niños, y después descubrimos como estas diferencias nos apartan de otra gente. Tal vez hemos sentido el conflicto con extraños que desprecian nuestra cultura a la vez que sentimos la presión de nuestra familia en cumplir con las expectativas de nuestra cultura.

A veces la gente puede cambiar grandes partes de su cultura por medio de inmigrar a otro país, convertirse a otra religión, elegir un compañero/compañera para el matrimonio que es distinto a uno, por medio del empleo, o el estilo de vestir.

Pueden resolver algunos de los problemas con estos cambios. O pueden simplemente llevar sus problemas con si mismo a la nueva cultura. Pueden descubrir que esta nueva cultura tiene que soportar problemas especiales.

Identifique las fuentes de su cultura por medio de desarrollar el siguiente ejercicio: ?Cómo describe usted su _____

?NACIONALIDAD?

?IDIOMA?

?RAZA?

?SEXO?

?RELIGION?

?INGRESOS?

?EMPLEO?

?OTROS FACTORES?

NO OLVIDE TRAER ESTE PAPEL COMPLETO A LA SESION II.

Fuente: Venture Beyond Stereotype, Education Development Center, 1979.

Sesión I
Comunicado para
los participantes

FORMA DE EVALUACION PARA EL TALLER DE PARTICIPACION DE PADRES

Como resultado de mi participación en este taller:	Aumentó	Disminuyó	Permaneció Igual
1. Mi conocimiento de los efectos de la descriminación sexual en los estudiantes:	_____	_____	_____
2. Mi conocimiento de las mujeres en la fuerza obrera:	_____	_____	_____
3. Mi conocimiento de las leyes anti-descriminatorias especialmente el Título IX:	_____	_____	_____

4. Sigue una lista de las actividades principales de este taller. Fayor de encerrar con un círculo el número que más correctamente refleja su reacción a cada actividad.

A C T I V I D A D	Util	Algo Util	No Muy Util	Sin Ninguna Utilidad
DECLARACIONES ALARMANTES	1	2	3	4
MIXTOS, MITOS Y REALIDADES	1	2	3	4
AUDIO VISUAL	1	2	3	4
EL TITULO IX, ES LA LEY	1	2	3	4

5. ?Cuál actividad le gustó más? _____

6. ?Cuál actividad le gustó menos? _____

7. ?Al llegar a casa esta noche, que va a contarle a su familia acerca de lo que ha aprendido?

_____

_____

8. Otros comentarios: _____

_____

_____

_____

AGENDA
CHILD REARING PRACTICES
NON-SEXIST ALTERNATIVES

Goals:

1. To increase parents' awareness of sex role stereotyping in educational settings and its consequences for boys and girls.

2. To increase parents' awareness of the influence of household roles on sex role stereotyping.

3. To increase parents' awareness of sex role stereotyping common in various child rearing practices.

4. To provide parents with alternative non-sexist child rearing practices.

TIME	ACTIVITY	PURPOSE
6:30 p.m.	REFRESHMENTS	Getting acquainted. Taking children to play room.
7:00 p.m.	INTRODUCTIONS	Introducing trainers to participants: focusing on the purposes of the session.
7:05 p.m.	AGENDA SHARING	To reach a common understanding of the purposes of the session.
7:10 p.m.	BENEFITS AND HARMS	To assist parents in examining how sex role stereotyping has damaging effects for both males and females and on society as a whole.
7:45 p.m.	WHY CHANGE? THE BREAKOUT CIRCLE	To give parents an opportunity to develop a rationale for changes in their child rearing practices.
8:10 p.m.	B R E A K	
8:20 p.m.	CULTURAL INFLUENCES VIDEOTAPE	To allow parents to examine cultural influences that perpetuate sex role stereotyping.
8:40 p.m.	HOUSEHOLD ROLES	To show how common household roles tend to reinforce sex role stereotyping.
8:50 p.m.	ALTERNATIVES	To suggest ways parents can foster non-stereotypic behavior in their children.
9:00 p.m.	EVALUATION SESSION II	To assess effectiveness of this training.

FOR THE NEXT MEETING ...

1. Visit the Vocational High School Open House

   _____ (Date) _____ (Time) _____ (Address)

OR...

2. Bring your spouse to our next meeting.

OR...

3. Ask each of your children to name 3 jobs in which they are interested.

TRAINING AGENDA
PARENTAL INVOLVEMENT SESSION II p. 1

TIME	ACTIVITY	MATERIALS
30 min.	Refreshments Child Care Services NOTES: Local regional media service center might provide cartoons for children. 16mm projector	Coffee pot sugar cream napkins spoons coffee cups nametags markers safety pins box of toys staple gun cookies teenage baby-sitters (two male, two female). masking tape
5 min.	Introductions - see p. 42 this handbook .Introduce self (and co-trainer). .Let parents introduce any new participants they have recruited. .Go over ground rules p. 45 this handbook. NOTES:	name tags 10 markers push pins Trainer Instruction Sheets for activities, Training Agenda Session II Sign-in Sheets for: parents/facilitators/ babysitters
5 min.	Agenda Sharing .Share purposes and agenda for session. .Provide definitions for sex role stereotyping, role, non-sexist alternatives. .Ask for clarification questions. NOTES:	Copies of Agenda Session II Spanish version of Agenda Definitions on transparency p. 57 this handbook Overhead projector Extra bulb for projector
35 min.	Benefits and Harms .Ask parents to form sex segregated groups of 3-6 men and 3-6 women. .Ask each group to identify a recorder. .Provide large sheet of paper, felt pens. .Parents list benefits and harms of being their sex. .Facilitate large group sharing. .Hand out the Report Card. .Review key concepts.	large, blank wall chart Copies of The Report Card, Copies of Las Clarificaciones Escolares facilitator notes of concepts from Report Card Divide chart into 4 parts Benefits / Harms MALE FEMALE
25 min.	Why Change? The Breakout Circle .Participants form circle. .One participant to devise a way of persuading others to release him/her from group norm. .Discuss feelings of all participants. .Summarize and review. NOTES:	Paper and pencil for co-facilitator to record participant answers to Why Change?
10 min.	B R E A K	

TRAINING AGENDA
PARENTAL INVOLVEMENT SESSION II p. 2

TIME	ACTIVITY	MATERIALS
30 min.	Cultural Values .Define culture. .Introduce video. .Explain that video was designed as part of teacher packet, but many points applicable to parents. .Tell topics to be discussed after Cultural Values tape. .Use Homework: Culture/Myself to allow participants to discuss their culture. NOTES:	Video Player Videotape of Cultural Values TV monitor Extension Cord Leftover copies of Culture/Myself Tarea Cultura Mia from Session I for parents who did not attend first session. large wall chart
15 min.	Household Roles .Hand out copies of Household Roles. .Allow time for parents to fill out. .Allow parents to share with a partner their responses. .Ask parents to generalize implications of this exercise.	Copies of: Household Roles Pencils Copies of: Papeles Desempenados
	Announcements .Vocational Open House, time, place .Time and place of next meeting .For the next meeting, items at bottom of participant agenda NOTES:	
	Handouts Families in Transition Alternatives	Copies of: Alternatives Alternativas Families in Transition Familias en Transicion
5 min.	Participant Evaluation Session II .Pass out evaluation form. .Allow time for completion. .Collect Evaluation Forms from parents.	Copies of: Participant's Evaluation Session II Forma de Evaluacion Sesion II
	Before next session, complete Trainer's Workshop Evaluation Form. Use form to provide feedback to supervisor. Specify areas for program improvements.	2 Copies of: Trainer's Workshop Evaluation Form.

AGENDA
CHILD REARING PRACTICES
NON-SEXIST ALTERNATIVES

Goals:

1. To increase parents' awareness of sex role stereotyping in educational settings and its consequences for boys and girls.

2. To increase parents' awareness of the influence of household roles on sex role stereotyping.

3. To increase parents' awareness of sex role stereotyping common in various child rearing practices.

4. To provide parents with alternative non-sexist child rearing practices.

TIME	ACTIVITY	PURPOSE
6:30 p.m.	REFRESHMENTS	Getting acquainted. Taking children to play room.
7:00 p.m.	INTRODUCTIONS	Introducing trainers to participants: focusing on the purposes of the session.
7:05 p.m.	AGENDA SHARING	To reach a common understanding of the purposes of the session.
7:10 p.m.	BENEFITS AND HARMS	To assist parents in examining how sex role stereotyping has damaging effects for both males and females and on society as a whole.
7:45 p.m.	WHY CHANGE? THE BREAKOUT CIRCLE	To give parents an opportunity to develop a rationale for changes in their child rearing practices.
8:10 p.m.	B R E A K	
8:20 p.m.	CULTURAL INFLUENCES VIDEOTAPE	To allow parents to examine cultural influences that perpetuate sex role stereotyping.
8:40 p.m.	HOUSEHOLD ROLES	To show how common household roles tend to reinforce sex role stereotyping.
8:50 p.m.	ALTERNATIVES	To suggest ways parents can foster non-stereotypic behavior in their children.
9:00 p.m.	EVALUATION SESSION II	To assess effectiveness of this training.

FOR THE NEXT MEETING ...

1. Visit the Vocational High School Open House

   _____ Date _____ Time _____ Address

OR...

2. Bring your spouse to our next meeting.

OR...

3. Ask each of your children to name 3 jobs in which they are interested.

Session II - Definitions

sex role - THE LEARNED PATTERNS OF BEHAVIOR EXPECTED OF EACH SEX IN A SOCIETY.

sex role stereotype - THE ASSUMPTION THAT BECAUSE FEMALES OR MALES SHARE A COMMON GENDER THEY ALSO SHARE COMMON ABILITIES, INTERESTS, VALUES AND ROLES.

BENEFITS AND HARMS

PURPOSE

To assist parents in examining how sex role stereotyping has damaging effects for both females and males and on society as a whole.

GROUP SIZE

Small groups from 3-6 persons; as many groups as can be accommodated by room and facilitators.

TIME REQUIRED

Approximately 35 minutes

MATERIALS

Large blank wall chart, felt pens, masking tape, Handout; The Report Card: The High Cost of Sex Bias in Schools
Handout: Los Clarificaciones Escolares

ROOM ARRANGEMENTS

Informal arrangement, tables to use for writing.

PROCEDURES

1. Trainer asks parents to form small sex-segregated groups of 3-6 men and 3-6 women.

2. Trainer asks groups to a select recorder; passes out paper and felt pens.

3. Trainer asks recorder to divide the paper in half vertically and label one half benefits and one half harms.

4. Trainer instructs the women's groups to record (1) benefits of being females in our society, and (2) harms of being females in our society. Trainer asks men's groups to do the same for males. You may suggest that parents draw from their own experiences. Trainer may ask groups to examine the benefits and harms in terms of economics, personality, skill development and other categories (10 minutes).

5. Trainer facilitates large group sharing: asks recorders to share with the total group their lists and to answer any questions that may be raised (clarification questions).

6. Trainer reviews from notes key concepts from The Report Card: The Cost of Sex Bias in Schools.

7. Closing question: IN WHAT WAY DO SCHOOLS YOUR CHILDREN ATTEND PERPETUATE THESE HARMS AND BENEFITS?

Source: Building Instruction Around Sex Equity, Parent Workshop, Northwest Regional Educational Lab, 710 S.W. 2nd Ave., Portland, Oregon 97204.

THE REPORT CARD

THE COST OF
SEX BIAS IN SCHOOLS

Created by
Myra and David Sadker

(from Sex Equity Handbook for Teachers, Sadker and Sadker,
Longman Publishing Co., New York, 1981)

Removed due to copyright restrictions.

WHY CHANGE?

The Breakout Circle

PURPOSE

To give parents an opportunity to develop a rationale for changes in their child-rearing practices.

GROUP SIZE

Ten to 36 people

MATERIALS

None

ROOM ARRANGEMENT

Large open space, informal

TIME REQUIRED

25 minutes

PROCEDURE

1. Form one or more circles of about 12 people each. Tell participants to stand shoulder-to-shoulder, facing each other, with arms tightly locked behind each other's back. Facilitator takes role of child trying to justify doing any nontraditional job. It is matter of life or death for facilitator to get out of circle. For participants it is the most important thing in the world to keep person in the center in his/her place.

2. Facilitator may use any of the following justifications or any other tactic to escape.

   A. The job market is changing.
   B. Our families are changing as a result of divorce, single parenthood.
   C. Financial conditions necessitate change.
   D. The young change easily.
   E. Change is inevitable.
   F. Discrimination is illegal.
   G. All my friends are doing it, etc.

3. Participants are to speak to person in the center.

   A. Tell him/her how dangerous it is outside the circle.
   B. Let him/her know you are doing it for their own good.
   C. Remind him/her of obligations to you.
   D. Remind him/her of how much you love them.
   E. Remind him/her of real difficulty of entering outside world.
   F. Use physical force if necessary to hold back person in center.

4. Person inside circle must eventually escape. Rotate experience with others playing the roles if time allows.

5. Ask each parent to answer the question "Why change?" Have co-facilitator act as recorder and list parents' responses on large wall chart.

Source: Venture Beyond Stereotypes, Educational Development Center, 1979.

AUDIO VISUAL - VIDEOTAPE
Cultural Values

PURPOSE

To allow parents to examine cultural influences that perpetuate sex role stereotyping.

MATERIALS

Video player
Videotape "Cultural Values"
TV monitor
Extension cord

TIME REQUIRED

30 minutes

GROUP SIZE

10 to 40 people

PREPARATION

It is extremely important that the trainers preview the videotape.

ROOM ARRANGEMENT

Large group setting, informal

PROCEDURE

1. Repeat definition of culture from CULTURE/MYSELF homework - The concepts, skills, arts, and institutions of a given people in a given period.

2. Introduce video by saying: THE ROLES OF WOMEN AND MEN ARE OFTEN STRICTLY DEFINED BY CULTURAL TRADITIONS. CULTURAL TRADITIONS REINFORCE ROLES CHILDREN LEARN. AS YOU VIEW VIDEO, THINK ABOUT THE CULTURAL INFLUENCES EXPERIENCED BY YOU AND YOUR CHILDREN.

3. Tell participants: THE STRENGTH OF THIS VIDEOTAPE IS IT SHOWS A VARIETY OF CULTURES. THE WEAKNESS OF THIS VIDEOTAPE IS THAT IT WAS DESIGNED FOR TEACHERS, BUT MANY POINTS ARE APPLICABLE TO PARENTS.

4. After video is shown, divide group into two or more small discussion groups.

   A. Ask: WHAT SIMILARITIES BETWEEN YOURSELVES AND PARTICIPANTS IN VIDEOTAPE DID YOU SEE? (Use Culture/Myself homework as springboard into discussion.)

   B. Ask: HOW CAN THE BENEFITS OF TRADITIONAL CULTURE BE PRESERVED AS CHANGE FACES MEMBERS OF OUR SOCIETY?

SUMMARY OF VIDEOTAPE

The roles of women and men are often strictly defined by cultural traditions. How do these family expectations affect students? How far can teachers go beyond the limits of a culture to help different students find themselves? Educators Manuel Deren, Anne Grant, Ann Harris, and Maria Soto discuss the conflicts they felt with their cultures and also with outsiders who stereotyped their cultural group. A group of junior high school students who have come to the United States from other countries discuss their reactions to this culture. Several look forward to broader options for their lives in this country, but others regret the loss of women's traditional place in society. The panel of educators discusses the importance of encouraging students to explore new directions while respecting the cultural background and values of the family. This videotape, Cultural Values, is part of a series -- Jack and Jill/Fiction and Fact, on 3/4 inch tape, available for $16 rental of $36 purchase from Education Development Center, 55 Chapel Street, Newton, Massachusetts 62160. Call toll free 1-800-225-3088.

HOUSEHOLD ROLES

PURPOSE

To show how common household roles tend to reinforce sex role stereotyping.

GROUP SIZE

Ten to 30 people

TIME REQUIRED

15 minutes

MATERIALS

Handout: Household Roles, pencils
Handout: Papeles Desempenados En El Hogar

ROOM ARRANGEMENT

Participants seated at tables, informal

PROCEDURES

1. Trainer explains: MUCH OF SEX STEREOTYPING IS VERY SUBTLE. COMMON HOUSEHOLD TASKS TRAIN CHILDREN FOR THEIR ROLES IN SOCIETY. THIS ACTIVITY WILL HELP YOU THINK OF SOME OF THE TRAINING YOU ARE GIVING YOUR CHILDREN.

2. Pass out handout: Household Roles.

3. Allow time for parents to complete.

4. Have participants exchange responses.

5. ASK: ARE THERE SIMILARITIES OR PATTERNS YOU SEE IN THE WAY HOUSEHOLD ROLES ARE ASSIGNED?

   HOW DOES THIS RELATE TO THE BENEFIT AND HARMS ACTIVITY?

* * * \

HOUSEHOLD ROLES

Put an X in the column that best describes the person your children see performing these household tasks. In the last column, put the name of any children in your family who can perform this role.

ACTIVITY	WHO IS RESPONSIBLE IN OUR HOUSEHOLD?			
	MOTHER	FATHER	BOTH	CHILD WHO DOES IT
Do plumbing repairs				
Take out garbage				
Fix appliances				
Clean the house				
Prepare meals				
Clean garage				
Maintain car				
Pay bills				
Cut lawn				
Stay home when children are sick				
Shop for children's clothes				
Take children for check-ups				
Teach the children sports				
Discipline the children				

Source: "Raising Children in a Changing Society," The General Mills American Family Report, 1976-77, 50.

FAMILIES IN TRANSITION Familias en Transicion

WOMEN IN THE WORK FORCE - La Mujer en la fuerza del trabajo

1. A majority of women work because of economic need. Nearly two-thirds of all women in the labor force in 1979 were single, widowed, divorced, or separated, or had husbands whose earnings were less than $10,000 (in 1978).

   La mayoría de las mujeres trabajan por necesidad económica. Casi dos terceras partes de toda mujer en la fuerza del trabajo en 1979 eran solteras, viudas, divorciadas, separadas o tenían esposos que ganaron menos de $10,000 en 1978.

2. Women workers are concentrated in low paying, dead-end jobs. As a result, the average woman worker earns only about 60 percent of what a man does, even when both work full time, year round.

   La mujer trabajadora se concentra en trabajos de sueldo bajo sin oportunidad de acenso. A resultado de esto, la mujer trabajadora en promedio gana solamente como 60 por ciento de lo que gana el hombre, aun cuando ambos trabajan el año entero a tiempo completo.

3. Forty-seven percent of Hispanic women were in the labor force in March, 1979 (2 million); they accounted for 39 percent of all Hispanic workers.

   El 47 por ciento de la mujer hispana estaba en la fuerza del trabajo en marzo del 1979 (2 millones); cuentan por el 39 por ciento de todos los trabajadores hispanos.

WOMEN IN MARRIAGE - La mujer en el matrimonio

1. In 1978, only seven percent of all American families consisted of a married couple with the husband the sole wage earner and the wife a full-time homemaker looking after two children.

   En 1978, solamente siete por ciento de todas las familias americanas consistían de una pareja casada con el marido como el único ganador de sueldo y la esposa como ama de casa de tiempo completo cuidando a dos hijos.

2. Fifty-seven percent of married women with school-age children were in the paid labor force.

   El 57 por ciento de la mujer casada con niños en edad de escuela eran parte de la fuerza de trabajo recibiendo sueldo.

3. Forty-four percent of married women with children under six were in the paid labor force.

   El 44 por ciento de la mujer casada con niños menores de seis años eran parte de la fuerza de trabajo recibiendo sueldo.

4. In 1979, more than one out of every three marriages ended in divorce.

   En 1979, más de uno de cada tres matrimonios acabaron en divorcio.

WOMEN AND CHILDREN AND POVERTY - Las mujeres, los ninos y la pobreza

1. One out of every four Hispanic households is headed by a woman.

   Uno de cada cuatro hogares hispanos se encabeza por una mujer.

FAMILIES IN TRANSITION Familias en Transicion

2. Two out of every five minority women are the sole supporters of their families.

   Dos de cada cinco mujeres de minoría son el único mantenimiento de su familia.

3. Husbands, as sole family wage earners, averaged $16,744 in 1980. Wives, as sole family wage earners, averaged $7,852.

   Los maridos, como único sostenimiento a su familia, ganaron un promedio de $16,744 en 1980. Las esposas, como único mantenimiento, ganaron un promedio de $7,852.

4. Two million children live in families headed by women who work full-time and earn a wage below the poverty level.

   Dos millones de niños viven en familias encabezadas por mujeres que trabajan tiempo completo y que ganan un sueldo bajo el nivel de la pobreza.

5. It is frequently the wife's earnings which raise a family out of poverty. In the husband-wife families in 1979, 14.8 percent were poor when the wife did not work; 3.8 percent when she was in the labor force. Of all wives who worked in 1979, the median contribution was more than one-fourth of the total family income. Among those who worked year round, full time, it was nearly two-fifths.

   Frequentemente es el sueldo de la esposa el que eleva a una familia afuera de la pobreza. En familias de esposo y esposa en 1979, el 14.8 porciento eran pobres cuando la esposa no trabajaba; el 3.8 porciento cuando la esposa estaba en la fuerza del trabajo. De todas las esposas que trabajaron en 1979, la contribución media fue más de una cuarta parte del total de los ingresos de la familia. Entre las que trabajaron el año entero a tiempo completo fue casi dos quintas partes.

WOMEN ALONE - La mujer sola

1. Fifty percent of married women are widowed by the time they are 65. One third of all widows live below the poverty line. In 1979, the average income of women over 65 was $59 a week, roughly $3,000 per year.

   El 50 porciento de las mujeres casadas enviudan para cuando cumplen 65 años. La tercera parte de todas las vuidas viven bajo el nivel de la pobreza. En 1979, los ingresos promedios de las mujeres mayores de 65 años era $59 por semana, más o menos $3,000 por año.

2. The average single women, having worked in the paid labor force for 45 years, retires with less than $1,000 in the bank.

   La mujer soltera en promedio, después de haber trabajado en la fuerza del trabajo pagado por 45 años, se jubila con menos de $1,000 en el banco.

Source: U.S. Department of Commerce, Bureau of the Census; U.S. Department of Health and Human Services (formerly Department of Health, Education, and Welfare), National Center for Social Statistics; U.S. Department of Labor, Bureau of Labor Statistics and Employment and Training Administration.

ALTERNATIVES

--As a parent, become aware of the stereotypes which you hold.

--Pay attention to the stereotyped messages in the mass media.

--Provide your children with nonsexist toys.

--Identify friends and family members who are role models for nontraditional activities. Point them out to your children.

--Be aware of the ways your children copy your behavior. Try performing in some nontraditional roles so that your children see that 1) women can mow lawns, wash cars, pay the restaurant bill, etc.; 2) men can change diapers, clean house, plan menus, be emotional.

--Talk to your children about their individual talents and interests.

--Intervene when children stereotype and discriminate against other children.

--Provide your children with books presenting males and females in many roles.

--Encourage physical activity for both sexes. Teach your child to cook.

--Provide children with healthy outlets for aggression.

--Choose clothing for its flexibility, comfort, warmth and protection of your children.

--Introduce children to tools and how to use them safely.

--Use a philosophy of "let's share." Let children know that everybody needs to chip in on household tasks.

--Reward your children for attempts at nonsexist behaviors.

--Teach boys and girls how to fold diapers.

--Talk about changes in job opportunities now available to both sexes.

--Let your children know that you value the work done by your spouse.

--Use nonsexist job titles when talking about careers, i.e., fire fighter, not fire man, nurse, not male nurse, doctor, not lady doctor.

--Investigate vocational training available through your public schools.

--Reward your children for achievement in new areas. Reward them with praise, with a special treat, with money, with family recognition.

--Be consistent about your expectations of acceptable behavior for both sexes.

Session II
Participant Handout

PARENTAL INVOLVEMENT WORKSHOP EVALUATION FORM

As a result of my participation in this workshop:	Increased	Decreased	Remained Unchanged
1. My awareness of sex role stereotyping in educational settings and its consequences has:	____	____	____
2. My awareness of the influence of household roles on sex role stereotyping has:	____	____	____
3. My awareness of sex role stereotyping in child rearing has:	____	____	____
4. My knowledge of alternative nonsexist child rearing practices has:	____	____	____

Below is a list of the major activities on this workshop. Please circle the number that most closely reflects your feelings about each activity.

ACTIVITY	Useful	Somewhat Useful	Not Very Useful	Not At All Useful
BENEFITS AND HARMS	1	2	3	4
WHY CHANGE? THE BREAKOUT CIRCLE	1	2	3	4
CULTURAL INFLUENCES - VIDEOTAPE	1	2	3	4
HOUSEHOLD ROLES	1	2	3	4
ALTERNATIVES	1	2	3	4

5. List below those activities which were most informative and beneficial to you.

6. List below any activities which were not beneficial to you and/or which you think could be eliminated from this session.

7. I feel this workshop was: (Check one)

_____ a good use of my time
_____ neither a good nor a poor use of my time
_____ a poor use of my time

8. Other comments: _____

_____

_____

_____

Sesión II
Comunicado para
los participantes

AGENDA
PRACTICAS DE CRIANZA DE LOS NINOS/NINAS
ALTERNATIVAS NO SEXISTAS

Metas:

1. Aumentar la conciencia de los padres hacia estereotipos en el desempeño de papeles sexuales en el ambiente educativo y sus consecuencias para niños/niñas.

2. Aumentar la conciencia de los padres hacia la influencia de los papeles hogareños en el estereotipo del desempeño de papeles sexuales.

3. Aumentar la conciencia de los padres hacia los estereotipos en el desempeño de papeles sexuales en varias prácticas de crianza.

4. Proveer a los padres alternativas no sexistas en prácticas de crianza con sus hijos/hijas.

HORA	ACTIVIDAD	PROPOSITO
6:30 p.m.	REFRESCOS	Llegar a conocerse. Llevar a los niños a la sala de recreos.
7:00 p.m.	INTRODUCCIONES	Presentar los entrenadores a los participantes: Concentración en el propósito de la sesión.
7:05 p.m.	COMPARTIENDO LA AGENDA	Llegar a un entendimiento mutuo del propósito de la sesion.
7:10 p.m.	BENEFICIOS Y DANOS	Ayudar a los padres a examinar como el estereotipo en los papeles sexuales tiene efectos dañinos para ambos hombres y mujeres en la sociedad en general.
7:45 p.m.	?POR QUE CAMBIAR? ESCAPAR DEL CIRCULO	Permitir a los padres la oportunidad de desarrollar un razonamiento para cambios en sus prácticas con sus hijos/hijas.
8:10 p.m.	INTERMEDIO	
8:20 p.m.	INFLUENCIAS CULTURALES: CINTA VIDEO	Permitir a los padres examinar las influencias culturales que perpetúan el estereotipo en los papeles sexuales.
8:40 p.m.	PAPELES HOGARENOS	Mostrar como los papeles hogareños comunes tienden a reforzar el estereotipo de los papeles en el sexo.
8:50 p.m.	ALTERNATIVAS	Sugerir maneras en que los padres pueden perpetuar comportamiento no estereotipico en sus hijos/hijas.
9:00 p.m.	EVALUACION	Valorando lo efectivo de este entrenamiento.

PARA LA PROXIMA JUNTA ...

1. Asista al OPEN HOUSE del la Vocational High _____ _____ _____
   Fecha Hora Direccion
0 ... 2. Traiga a su esposo/esposa a nuestra junta.
0 ... 3. Pida a sus niños/niñas que nombren 3 empleos en los que ellos/ellas tienen interés.

Sesion II - Definiciones

papel de sexo - LOS PATRONES APRENDIDOS DE COMPORTAMIENTO ESPERADO DE CADA SEXO EL LA SOCIEDAD

estereotipo de papel sexual - LA CREENCIA QUE PORQUE LAS MUJERES O LOS HOMBRES COMPARTEN UN GENERO COMUN TAMBIEN COMPARTEN HABILIDADES COMUNES, INTERESES, VALORES Y FUNCIONES

BENEFICIOS Y DAÑOS

PROPOSITO

Auxiliar a los padres a examinar como los estereotipos en los papeles sexuales tienen efectos daniños en ambos mujeres y hom- y en la sociedad en general.

TIEMPO REQUERIDO

35 minutos aproximadamente

ARREGLOS DEL CUARTO

Arreglo informal, mesas para usar al escribir.

TAMAÑO DEL GRUPO

Grupos pequeños de 3 a 6 personas; cuantos grupos como se puedan acomodar en el cuarto y por los entrenadores.

MATERIALES

Cartulina grande para la pared, plumones, cinta adhesiva. Comunicado: Las calificaciones Escolares: Las Consecuencias en Escuelas con Prejuicios Sexuales.

PROCEDIMIENTOS

1. El entrenador pide a los padres que formen grupos pequeños segregados sexuales de 3 a 6 hombres y de 3 a 6 mujeres.

2. El entrenador pide a los grupos que seleccionen un secretario; se distribuyen el papel de imprenta y los plumones.

3. El entrenador le pide a los secretarios que dividan el papel por la mitad verticalmente y que marquen un lado beneficios y al otro lado daños.

4. El entrenador le indica a los grupos de mujeres que escriban (1) los beneficios de ser mujeres en nuestra sociedad y, (2) los daños de ser mujeres en nuestra sociedad. El entrenador le pide a los grupos de hombres que hagan lo mismo para los hombres. Pueden sugerir que los participantes contribuyan de sus propias experiencias. El entrenador puede pedir a los grupos que examinen los beneficios y daños en términos de economía, personalidad, desarrollo de destrezas y otras categorías. (10 minutos)

5. El entrenador dirige el compartimiento del grupo grande: pide a los secretarios que compartan con el grupo total sus listas y que contesten cualquier pregunta que surja (preguntas de clarificación).

6. El entrenador repasa de las notas de los conceptos claves de Las Calificaciones Escolares: Las Consecuencias en Escuelas con Prejuicios Sexuales.

7. Pregunta de clausura: ¿EN QUE MANERA PERPETUAN LAS ESCUELAS DONDE ASISTEN SUS HIJOS/HIJAS ESTOS DAÑOS Y BENEFICIOS?

?PARA QUE CAMBIAR?
EL CIRCULO DE ESCAPE

PROPOSITO

Permitir a los padres la oportunidad de desarrollar un razonamiento para cambios en sus prácticas de crianza para sus hijos/hijas.

TAMANO DEL GRUPO

De 10 a 36 personas

MATERIALES

TIEMPO REQUERIDO

25 minutos

ARREGLO DEL CUARTO

Espacio grande y abierto, informal

PROCEDIMIENTO

1. Formen uno o más círculos de más o menos 12 personas cada uno. Diga a los participantes que se paren hombro con hombro, mirando hacia el dentro del círculo, con los brazos entretejidos sobre la espalda de cada uno. El facilador hace el papel de un niño/niña tratando de justificar el tomar cualquier empleo no tradicional. Es cuestión de vida o muerte para el facilador el escapar del círculo. Para los participantes es de suma importancia que el facilador permanezca en el centro del círculo en su lugar.
2. El facilador puede utilizar cualquiera de las siguientes justificaciones o cualquiera otra táctica para escapar.
   A. El mercado obrero está cambiando
   B. Nuestras familias están cambiando - el divorcio, los padres/las madres solteros(as).
   C. Las condiciones financieras requieren el cambio.
   D. Los jóvenes cambian facilmente.
   E. El cambio es inevitable.
   F. La descriminación es ilegal.
   G. Todos mis amigos lo hacen, etc.

3. Los participantes deben hablar con la persona en el centro.
   A. Le dicen a él/ella lo peligroso que es estar fuera del círculo.
   B. Le dan a saber que esto se hace por su propio bien.
   C. Le recuerdan a él/ella sus obligaciones hacia ustedes.
   D. Le recuerdan a él/ella lo mucho que ustedes le quieren.
   E. Le recuerdan a él/ella de las dificultades reales al entrar en el mundo de afuera del círculo.
   F. Use la fuerza física si es necesario para detener a la persona en el círculo.

4. La persona dentro del círculo tiene que por fin escapar. Alterne la experiencia entre los participantes de tomar el lugar del centro si el tiempo lo permite.

5. Pida a cada padre/madre que conteste esta pregunta: "?Para qué cambiar?" Haga que el otro entrenador sirva como secretario(a) y que escriba las respuestas de los padres en papel.

Fuente: Venture Beyond Stereotypes, Educational Development Center, 1979.

AUDIO VISUAL - VALORES CULTURALES - CINTA VIDEO

PROPOSITO

Permitir a los padres examinar las influencias culturales que perpetúan los estereotipos en papeles sexuales.

TAMAÑO DEL GRUPO

De 10 a 40 personas

TIEMPO REQUERIDO

30 minutos

ARREGLOS DEL CUARTO

Arreglos para grupo grande, informal

MATERIALES

Aparato para pasar la cinta video
Cinta video "Valores Culturales"
Receptor de televisión
Extensión eléctrica
Resumen de la cinta video

PROCEDIMIENTOS

1. Repita la definición de la cultura de la tarea Cultura/Propia. Los conceptos, las destrezas, las artes, y las instituciones de un pueblo a cualquier tiempo determinado.

2. Presente la cinta video.

   Diga: LOS PAPELES DE LAS MUJERES Y LOS HOMBRES FRECUENTEMENTE SON DICTADOS ESTRICTAMENTE POR TRADICIONES CULTURALES. LAS TRADICIONES CULTURALES REFUERZAN LOS PAPELES QUE APRENDEN LOS NIÑOS/NIÑAS. AL VER LA CINTA, PIENSEN DE LAS INFLUENCIAS CULTURALES EXPERIMENTADAS POR USTED Y POR SUS HIJOS/HIJAS.

3. Diga a los participantes: EL ASPECTO POSITIVO DE LA CINTA ES QUE MUESTRA UNA GRAN VARIEDAD DE CULTURAS. EL ASPECTO NEGATIVO DE LA CINTA ES QUE FUE DISEÑADA PARA MAESTROS, PERO MUCHOS PUNTOS PUEDEN APLICARSE A LOS PADRES.

4. Después de exhibir la cinta, divida al grupo en dos o más grupos de discusión pequeños.

   A. Pregunte: ?QUE SEMEJANZAS ENTRE USTEDES Y LOS PARTICIPANTES DE LA CINTA VIDEO VIERON? (Utilize Tarea Cultura/Propia como auxiliar para comenzar la discusión.)

   B. Pregunte: ?COMO PUEDEN LOS BENEFICIOS DE LA CULTURA TRADICIONAL PRESERVARSE ANTE LOS CAMBIOS QUE AFRENTAN A LOS MIEMBROS DE SU CULTURA?

RESUMEN DE LA CINTA VIDEO

VALORES CULTURALES

Los papeles de las mujeres y de los hombres a menudo se dictan estrictamente por tradiciones culturales. ?Cómo afectar estas expectativas familiares a los estudiantes? ?Qué tanto pueden los maestros hacer más allá de las limitaciones de una cultura para ayudar a los estudiantes a encontrarse a sí mismos?

Los educadores Manuel Deren, Anne Grant, Ann Harris, y María Soto discuten los conflictos que ellos sintieron con sus culturas y también con personas fuera de su cultura que estereotipaban su grupo cultural.

Un grupo de estudiantes de "Junior High" que vienen a los Estados Unidos de otros países discuten sus reacciones a esta cultura. Algunos anticipan las oportunidades más amplias para su vida en este país, pero otros lamentan la pérdida del lugar tracicional de la mujer en la sociedad.

El panel de educadores discute la importancia de animar a los estudiantes a explorar nuevas direcciones mientras que respetan la base cultural y los valores de su familia.

Esta cinta video, Valores Culturales, es parte de una serie --- Jack y Jill/Lo falso y lo verdadero, en cinta de 3/4 de pulgadas, disponible por $16 cuota de renta, $36 cuota de venta del Centro de Desarrollo Educacional, Calle Chapel 55, Newton, Massachusetts 62160. Llame sin cobro al 1-800-225-3088.

PAPELES HOGAREÑOS

PROPOSITO

Mostrar como papeles hogareños comunes tienden a reforzar el estereotipo sexual.

TIEMPO REQUERIDO

15 minutos

TAMAÑO DEL GRUPO

De 10 a 30 personas

MATERIALES

Comunicado: Papeles Desempeñados En El Hogar

ARREGLO DEL CUARTO

Informal--los participantes sentados a las mesas

PROCEDIMIENTO

1. El entrenador explica: LA MAYORIA DEL ESTEREOTIPO SEXUAL ES MUY UTIL. FUNCIONES COMUNES HOGARENOS ENTRENAN A LOS NIÑOS PARA SUS PAPELES EN LA SOCIEDAD. ESTA ACTIVIDAD LE HARA PENSAR DEL ENTRENAMIENTO QUE LE ESTA PROPORCIONANDO A SU HIJO/HIJA.

2. Reparta el comunicado: Papeles Desempenados en el hogar.

3. Permita tiempo para que los participantes completen.

4. Permita que los participantes hagan intercambio de las respuestas.

5. Pregunte: ?VEN PARECIDOS O PATRONES EN LA MANERA EN QUE LOS PAPELES HOGARENOS SE ASIGNAN?

   ?COMO SE RELACIONA ESTO A LA ACTIVIDAD DE BENEFICIOS Y DAÑOS?

Sesión II
Comunicado para los
participantes

PAPELES DESEMPEÑADOS EN EL HOGAR

Marque con una "X" la columna que mejor describe a la persona que sus hijos/hijas ven desempeñando estos quehaceres del hogar. En la última columna, ponga el nombre de cualquier niño/niña en su familia que puede desempeñar este papel.

ACTIVIDAD	?QUIEN ES RESPONSABLE EN NUESTRO HOGAR?			
	MADRE	PADRE	AMBOS	EL NIÑO/NIÑA QUE LO HACE
Hace las reparaciones de plomería				
Saca la basura				
Compone los aparatos				
Limpia la casa				
Prepara las comidas				
Limpia el "garage"				
Mantiene el coche				
Paga las cuentas				
Corta el zacate				
Permanece en casa cuando los niños están enfermos				
Hace compras para la ropa de los niños/niñas				
Lleva a los niños/niñas por sus exámenes físicos				
Enseña a los niños/niñas los deportes				
Disciplina a los niños/niñas				

Fuente: "La Crianza de los niños en una Sociedad en Cambio" El reporte de la familia americana por General Mills, 1976-77, pag. 90.

Sesión II
Comunicado para
los participantes

ALTERNATIVAS

Como padre, dese cuenta de los estereotipos que usted posee.

Preste atención a los mensajes estereotípicos de la publicidad.

Proporcione a sus hijos juguetes no sexuales.

Identifique a los amigos o miembros de su familia que son modelos de actividades no tradicionales. Indíqueselos a sus hijos.

Esté conciente de las maneras en que sus hijos imitan su comportamiento. Trate de actuar en papeles no tradicionales para que sus hijos vean que las mujeres pueden cortar el zacate, lavar el coche, pagar la cuenta en un restaurante, etc., los hombres pueden cambiar pañales, limpiar la casa, planear el menú, mostrar emociones.

Hable con sus hijos/hijas acerca de sus talentos e intereses individuales.

Interceda cuando los niños formen estereotipos o descriminen contra otros niños.

Proporciónele a sus hijos/hijas libros que presentan a los hombres y a las mujeres en una variedad de papeles.

Fomente la actividad física para ambos sexos. Enseñele a sus hijos a cocinar.

Proporciónele a sus hijos/hijas una expresión sana para la agresión.

Escoja las prendas de vestir para sus hijos/hijas por su flexibilidad, confort, y protección.

Utilize la filosofía del conpartimiento. Deje a sus hijos/hijas saber que es necesario que todos cooperen en las tareas y quehaceres.

Recompense a sus hijos/hijas por intentos en comportamiento no sexual.

Enseñe a los muchachos y a las muchachas a doblar pañales.

Discuta los cambios en las oportunidades para trabajos ahora posibles para ambos sexos.

Haga a sus hijos/hijas saber que aprecia el trabajo que hace su esposo/esposa.

Utilize los nombres de trabajos sin implicación de sexo al hablar de carreras - por ejemplo auxiliar para incendios y no bombero, enfermero y no enfermera masculino, médica y no mujer médico.

Investigue el entrenamiento vocacional disponible por medio de las escuelas públicas.

Recompense a su hijo/hija por acontecimientos en nuevas áreas. Recompénseles por medio de alagos, con un favor especial, con dinero, con reconocimiento por la familia.

Sea consistente con sus expectativas de buen comportamiento por ambos sexos.

FORMA DE EVALUACION PARA EL TALLER DE PARTICIPACION DE PADRES

Como resultado de mi participación en este taller:	Aumentó	Disminuyó	Permaneció Igual
1. Mi conocimiento de los estereotipos de los papeles sexuales en el ambiente educativo y sus consecuencias:	____	____	____
2. Mi conocimiento de los estereotipos de los papeles sexuales al criar a los niños:	____	____	____
3. Mi conocimiento de la influencia que los papeles del hogar hacen en estereotipos sexuales:	____	____	____
4. Mi conocimiento de prácticas alternativas no sexistas para criar a los niños/niñas:	____	____	____

Sigue una lista de las actividades principales de este taller. Favor de encerrar con un círculo el número que más correctamente refleja su reacción acerca a cada actividad.

	UTIL	ALGO UTIL	NO MUY UTIL	SIN NINGUNA UTILIDAD
BENEFICIOS Y DAÑOS	1	2	3	4
?POR QUE CAMBIAR? ESCAPAR DEL CIRCULO	1	2	3	4
INFLUENCIAS CULTURALES - CINTA VIDEO	1	2	3	4
PAPELES EN EL HOGAR	1	2	3	4
ALTERNATIVAS	1	2	3	4

5. Haga una lista de las actividades que fueron de mayor informe y beneficio para usted.

6. Haga una lista de las actividades que no le beneficiaron y/o que usted piensa podrían ser eliminadas de esta sesión.

7. Siento que este taller fue: (marque (✓) solamente un ítem)
   _____ un buen uso de mi tiempo
   _____ ni buen ni mal uso de mi tiempo
   _____ un mal uso de mi tiempo

8. Otros comentarios: _____

_____

_____

_____

PARENTAL INVOLVEMENT
THE WORLD OF WORK

Goals:

1. To inform parents about economic trends leading to increased participation of women in the job market.

2. To enable parents to identify nontraditional jobs and the advantages and the disadvantages of nontraditional jobs.

3. To inform parents about opportunities, entrance requirements, course offerings of the local vocational high school.

AGENDA

TIME	ACTIVITY	PURPOSE
6:30	REFRESHMENTS	Getting acquainted. Taking children to playroom.
7:00	INTRODUCTIONS	Introducing trainers to participants.
7:10	AGENDA SHARING	Reaching a common understanding of the purposes of the session.
7:15	ECONOMIC TRENDS -- A SERIES OF TRANSPARENCIES	Providing parents with an overview of economic forces leading to increased participation of women in the job market.
7:30	AUDIO VISUAL -- CHOICES 16 MM FILM	Introducing the concept of nontraditional jobs and showing examples of workers in non-traditional fields.
8:00	B R E A K	
8:10	NONTRADITIONAL JOBS: ADVANTAGES AND DISADVANTAGES	Examining parents' conceptions of advantages and disadvantages of nontraditional jobs as potential careers for their children.
8:45	PARENTS AND THE SCHOOLS: A PARTNERSHIP	Providing parents with basic information on course offerings, entrance requirements, job related training at the local vocational high.
8:45	SESSION III EVALUATION	Assessing the effectiveness of this session.

FOR THE NEXT MEETING

1. Interview acquaintances so that you can complete Personal Job Choices, How Do We Make Them?

2. Bring it to the next session.

TRAINING AGENDA
PARENTAL INVOLVEMENT
THE WORLD OF WORK p. 1

TIME	ACTIVITY	MATERIALS
30 min.	Refreshments	coffee pot coffee sugar cremora paper cups spoons napkins cookies
		safety pins markers name tags - children box of toys useful to many age groups teenage babysitters two male, two female
	Child Care Services Regional service center may provide cartoons for children. 16 mm projector	
5 min.	Introductions (See p. 42 this handbook.) • Introduce self and co-trainer. • Ask parents to introduce self and anyone they recruited.	Name tags for parents Sign-In sheets for: parents babysitters trainers
	NOTES:	Trainer Instruction sheets for all activities in Session III
5 min.	Agenda Sharing (See p. 45 this handbook.) • Give overview of session. • Share purposes and agenda for session. • Review ground rules. • Ask clarification questions.	Copies of Agenda Session III Spanish version of Agenda Session III
	NOTES:	
15 min.	Economic Trends-A Series of Transparencies • Explain that various economic trends are changing the job market. Will briefly review them for parents. • Show transparencies. • Clarify concept of nontraditional job for parents.	Overhead projector Transparencies Spanish Transparencies English Session III Extension cord Extra projector bulb Pointer High intensity lamp to be able to see script on Trainer Instruction Sheet
	NOTES:	
30 min.	Audio-Visual - 16 mm film 1. Decide which of two films best meet parents' needs. 2. Introduce film. 3. Let film serve as background for discussion in following activity.	16 mm projector Extension cord Film itself Take-up reel Extra bulb for projector
	NOTES:	
10 min.	B R E A K	

TRAINING AGENDA
PARENTAL INVOLVEMENT
THE WORLD OF WORK p. 2

TIME	ACTIVITY	MATERIALS
35 min.	Nontraditional Jobs: Advantages/Disadvantages • Participants form small groups of 3-6 of mixed sexes. • Each group selects recorder/reporter. • Participants list advantages/disadvantages. • Facilitate large group sharing. • Summarize group statement. NOTES: Be sure men and women serve as reporters.	masking tape 10 markers large wall chart divided as below ADV DISADV MEN WOMEN
15 min.	Parents and the Schools: A Partnership District philosophy of Vocational Ed. Programs offered Entrance and credit requirements Job placement and follow-up Technical course description NOTES:	Handouts Technical Courses offered at Vocational High School Order An Equal Chance: Indiana State Advisory Council on Voc. Ed. 524 Illinois Building Indianapolis, IN 46204 Copies of: An Equal Chance, Parent's Guide
	Announce Time and place of next session For the next meeting - items at bottom of participant agenda Explain homework. Personal Job Choices: How Do We Make Them? Ask participants to interview others and bring handout to next session. Handout: An Equal Chance NOTES: Other handouts available from National Association of Technical Schools 2021 K St., NW, Washington, D.C. 20006	Copies of: Personal Job Choices: How Do We Make Them? Copies of: Elecciones Para Empleos Personales
15 min.	Participant Evaluation Hand out and collect Participant Evaluation.	Copies of: Evaluation Form Session III Copies of: Forma de Evaluacion Sesion III
	Trainer Evaluation Complete Trainer's Workshop Evaluation Form	2 copies of Trainer Evaluation Form

PARENTAL INVOLVEMENT
THE WORLD OF WORK

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2. Bring it to the next session.

ECONOMIC TRENDS

PURPOSE

To provide parents with an overview of economic forces leading to increased participation of women in the job market.

GROUP SIZE

10 - 40

TIME REQUIRED

15 minutes

MATERIALS

Copies of transparencies 1-12 Session III, overhead projector, screen, extension cord, pointer, extra projector bulb, flashlight

ROOM ARRANGEMENT

Chairs arranged so that all can see screen

PROCEDURES

Trainer introduces information contained on transparencies leading to increased participation of women in the job market by saying:

THE TRANSPARENCIES I AM GOING TO SHOW YOU WILL HELP US VISUALIZE SOME OF THE ECONOMIC FORCES AFFECTING OUR CHILDREN.

1. INFLATION IS RAISING THE COST OF LIVING. HERE IS A PROJECTION OF WHAT A FEW BASIC ITEMS MIGHT COST IN 1990.

2. MORE AND MORE WOMEN ARE NEEDING JOBS TO HELP SUPPORT THEMSELVES AND THEIR FAMILIES.

3. SINCE 1973, MORE AND MORE HISPANIC WOMEN HAVE ENTERED THE JOB MARKET.

4. THE U. S. DEPARTMENT OF LABOR PREDICTS THAT THE INCREASE IN WOMEN WORKERS WILL CONTINUE WHILE THE PARTICIPATION OF MEN IN THE LABOR FORCE WILL PROBABLY REMAIN THE SAME.

5. MODERN MEDICINE IS LENGTHENING THE AMOUNT OF TIME WE LIVE. THIS TRANSPARENCY SHOWS THE CYCLE OF A MAN'S LIFE.

6. THIS TRANSPARENCY SHOWS THAT WOMEN HAVE A SIMILAR AMOUNT OF POTENTIAL TIME IN THE WORK FORCE.

7. WOMEN, LIKE MEN, ARE LIKELY TO SPEND A SUBSTANTIAL PORTION OF THEIR LIVES IN THE PAID LABOR FORCE.

8. HOWEVER, WOMEN EARN LESS THAN MEN. THE GAP BETWEEN EARNINGS OF WOMEN AND MEN HAS NEARLY DOUBLED SINCE 1955. WOMEN WHO WORKED FULL TIME EARNED 57¢ FOR EVERY DOLLAR EARNED BY MEN.

9. WOMEN CONSISTENTLY EARN LESS THAN MEN EVEN WHEN THEY GET A COLLEGE EDUCATION.

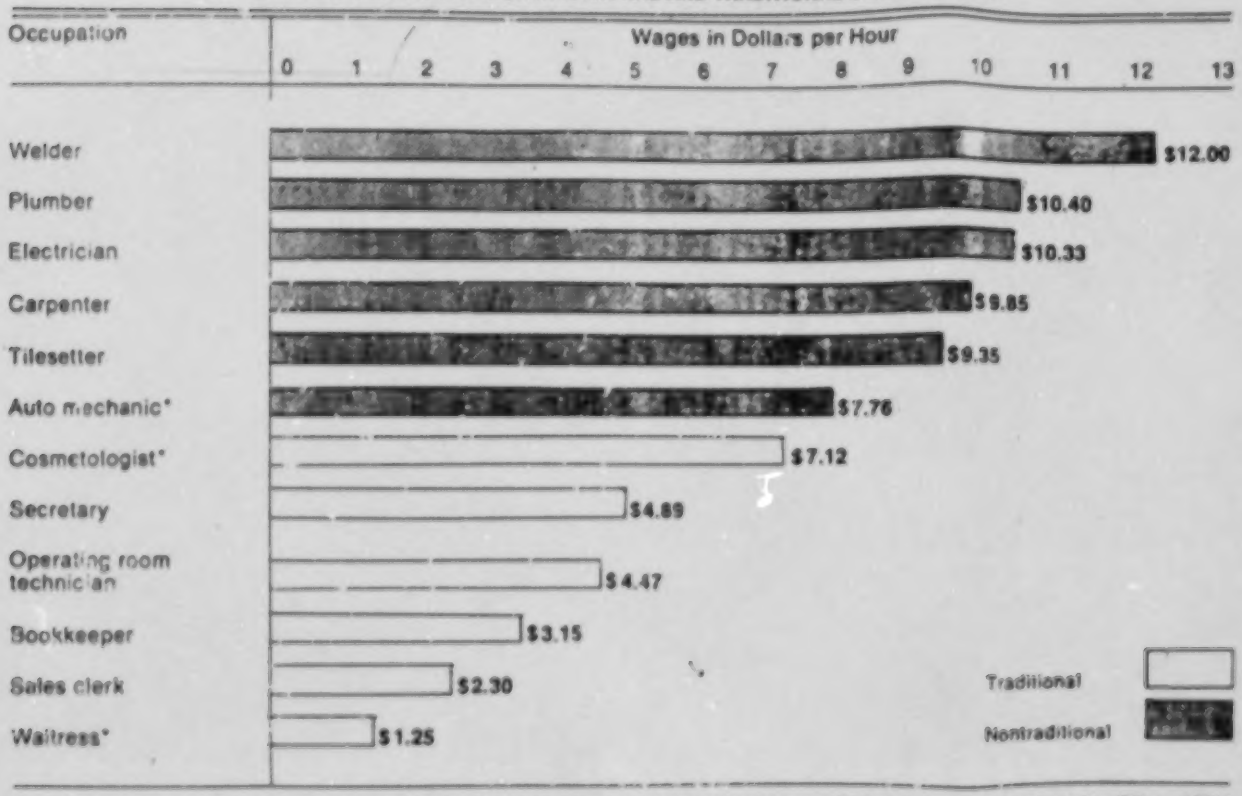
ECONOMIC TRENDS (page 2)

10. THE PRIMARY REASON FOR THE DIFFERENCE BETWEEN THE WAGES OF MEN AND WOMEN IS THAT MOST WOMEN ARE CONCENTRATED IN A SMALL NUMBER OF OCCUPATIONS. TRADITIONAL WOMEN'S JOBS ARE IN THE LOWER PAYING OCCUPATIONS, OR LOWER STATUS POSITIONS WITHIN THE HIGHER PAID OCCUPATIONAL GROUPS.

11. THESE ARE CALLED TRADITIONAL CAREERS, CHOICES THAT FOLLOW TYPICAL PATTERNS WHICH HAVE BEEN ENCOURAGED AND EXPECTED, OR CONSIDERED APPROPRIATE FOR ONE'S SEX. HERE ARE SOME EXAMPLES OF TRADITIONAL CAREERS FOR WOMEN. HERE ARE SOME EXAMPLES OF TRADITIONAL CAREERS FOR MEN.

12. SOME PEOPLE ARE NOW CHOOSING TO ENTER NONTRADITIONAL JOBS, OR THOSE CHOICES DOMINATED BY THE OTHER SEX AND NOT TYPICALLY CHOSEN BY ONE'S OWN SEX. THE MOVIE WE ARE GOING TO SEE WILL SHOW US SOME OF THE REACTIONS, ATTITUDES, AND FEELINGS OF NONTRADITIONAL WORKERS.

AVERAGE EARNINGS IN NONTRADITIONAL AND TRADITIONAL CAREER FIELDS



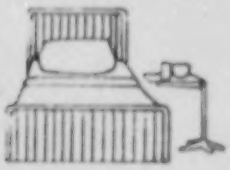
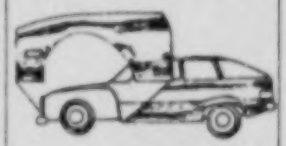
Source: *Occupational Outlook Handbook, 1978-79*, U.S. Department of Labor (Washington, D.C.: U.S. Government Printing Office, 1978).
Note: Data represents national averages for 1976.
* Tips and commission not included in calculation of hourly wages.

Where Inflation Is Leading Us

Imagine the day when a gallon of gas costs $5.30, an 8-ounce tube of toothpaste $4, a typical new car $18,200 and a 5-pound bag of sugar $6.70.

The year 2000? 2020? Guess again. If the costs of these goods and services continue going up at the rate of the past decade, such prices will be reality by 1991.

On this page is a sampling, based on what's happened to each item since 1971, of what may lie ahead—sooner than many people realize.

New home (median price) Now $69,300 1991 $191,000	**Week's groceries** (urban family of four) Now $112 1991 $260	**Top Broadway musical** (weekend orchestra seat) Now $35 1991 $82	**Beer** (six-pack) Now $2.45 1991 $4.30
Hospital room (semiprivate, per day)  Now $170 1991 $484	**New auto fender installed**  Now $364 1991 $1,063	**Carton of cigarettes** Now $6.17 1991 $10.40	**Coffee** (2 lb.) Now $5.12 1991 $14.00
Dry cleaning (two-piece suit) Now $3.96 1991 $9.00	**Postage** (1 oz., first class) Now 18¢ 1991 40¢	**Hamburger** (Big Mac) Now $1.15 1991 $2.40	**Potatoes** (5 lb.) Now $1.38 1991 $4.40

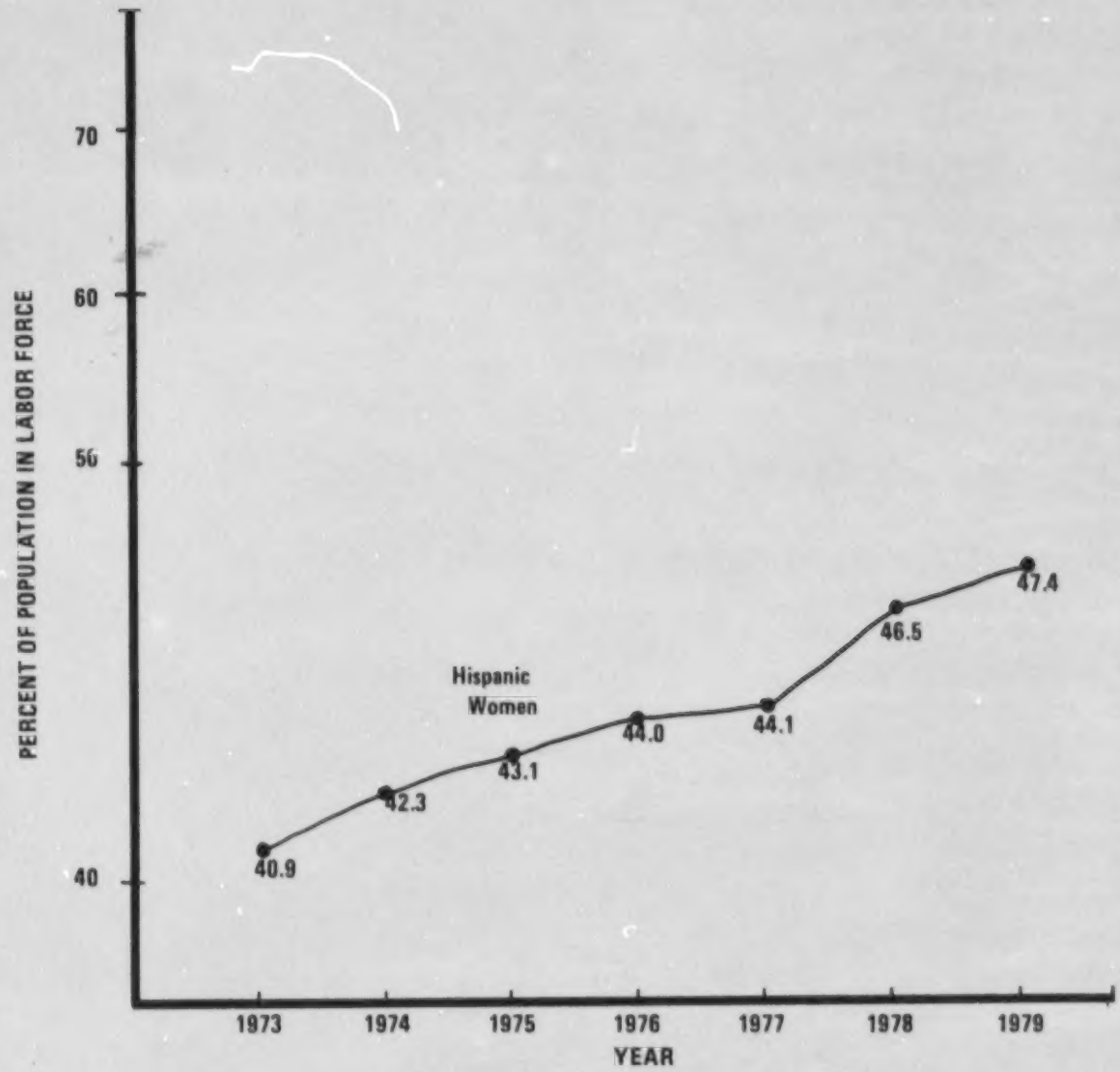
U.S. News & World Report, July 13, 1981 Used with permission

THE LABOR FORCE PARTICIPATION OF WOMEN HAS MORE THAN DOUBLE SINCE 1950.

WOMEN ARE NOW 2/5 OF ALL WORKERS.

Sources: Wisconsin Feminists Project Fund, Inc. P.O. Box 1291, Madison, Wisconsin 53701; and U.S. Department of Labor, Bureau of Bureau of Labor Statistics.

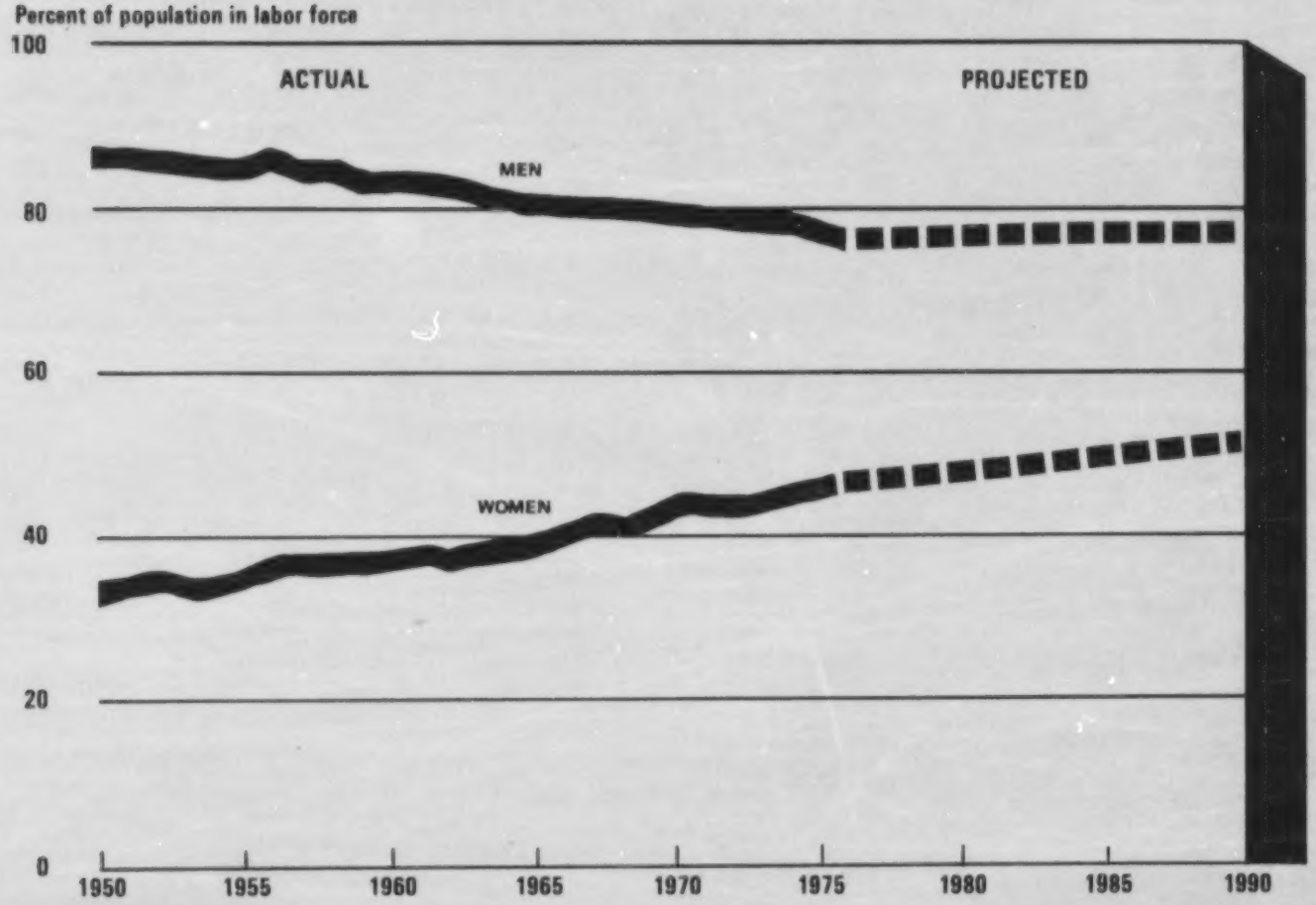
LABOR FORCE PARTICIPATION RATES OF HISPANIC WOMEN, ANNUAL AVERAGES



Source: Perspectives on working women a data book, Bureau of Labor Statistics, Bulletin 2080, October 1980.

Session III
Economic Trends
Transparency 4

LABOR FORCE PARTICIPATION RATES OF WOMEN AND MEN, ANNUAL AVERAGES, 1950-76, AND PROJECTED RATES FOR 1980, 1985, AND 1990



SOURCE: U.S. WORKING WOMEN; A DATA BOOK, U.S. DEPARTMENT OF LABOR, BUREAU OF LABOR STATISTICS, 1977, BULLETIN 1977.

115

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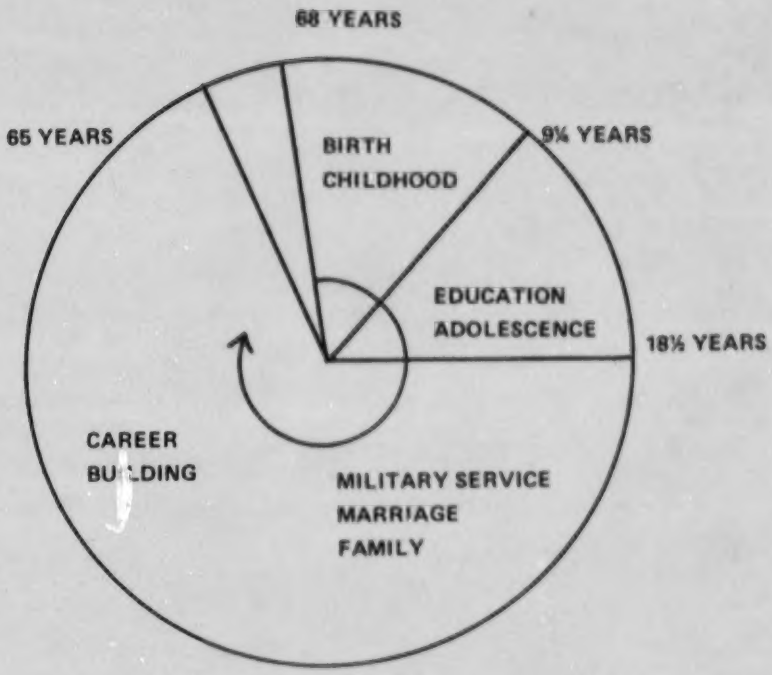
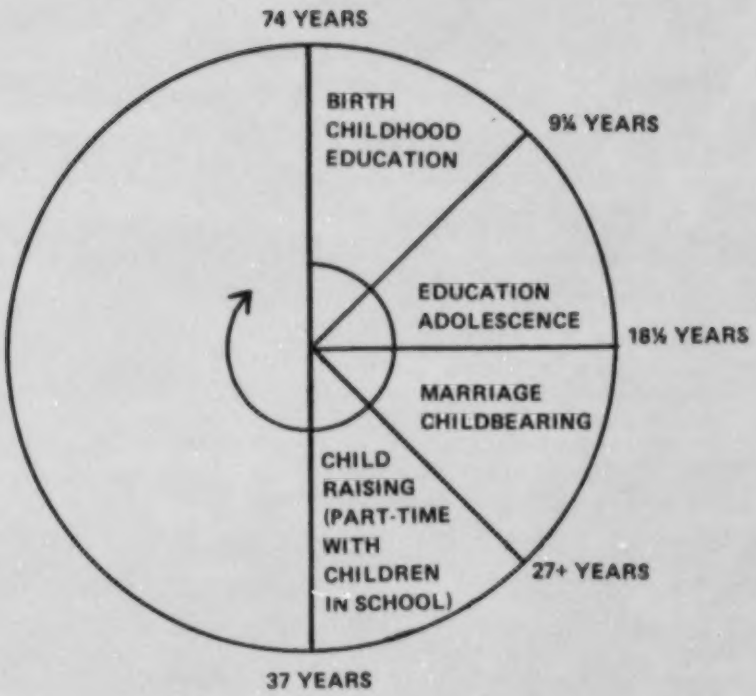
A MAN'S LIFE



Source: Freedom for Individual Development Staff, Women's Educational Equity Act Program

A WOMAN'S LIFE



Source: California Commission on the Status of Women.

WOMEN, LIKE MEN, ARE LIKELY TO SPEND A SUBSTANTIAL PROPORTION OF THEIR LIVES IN THE PAID LABOR FORCE.

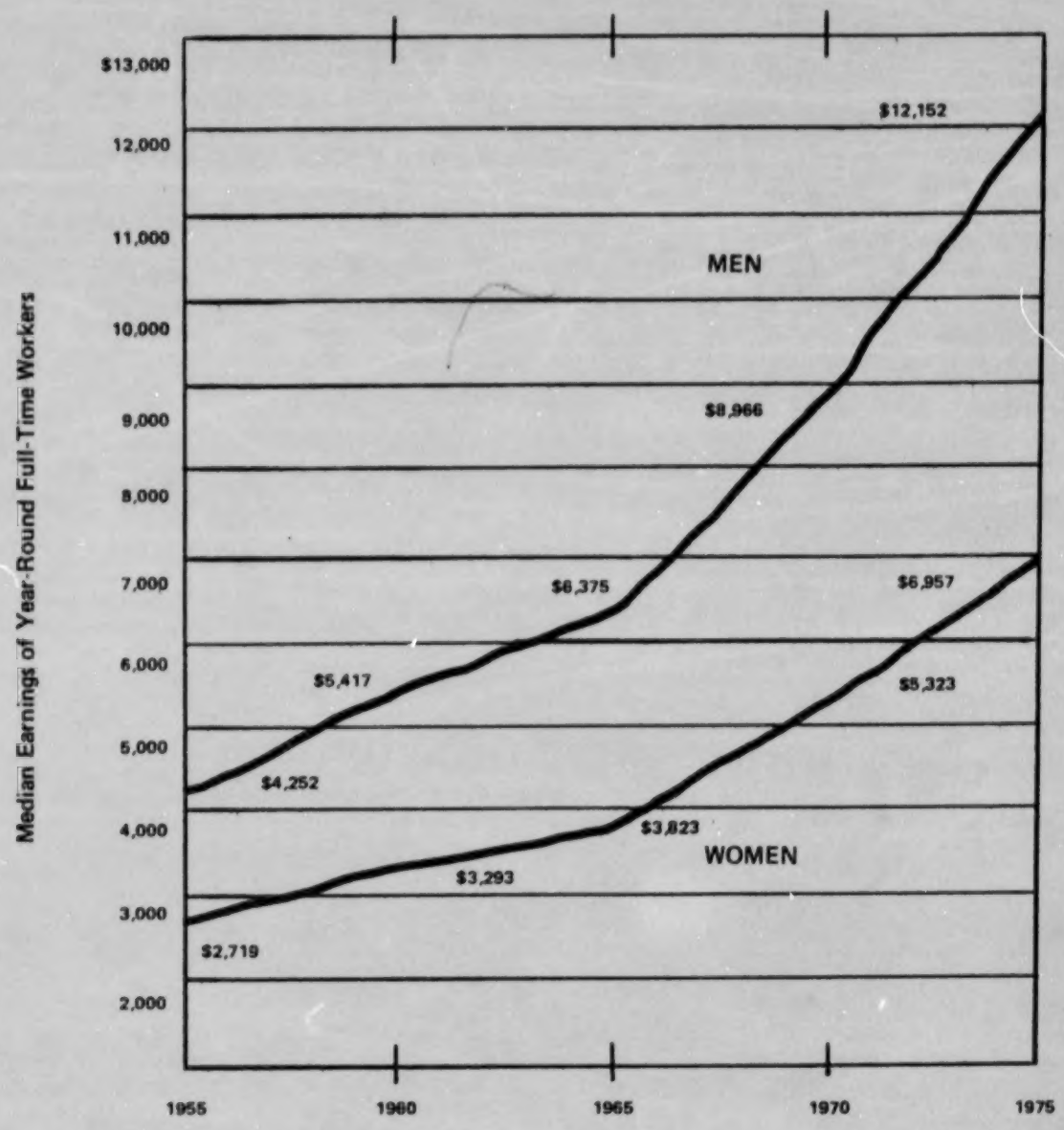
-- THE "TYPICAL" 25-YEAR-OLD WOMAN OF TODAY WILL WORK FOR 34 YEARS AND MARRY AND HAVE 2 CHILDREN.

-- WOMEN WHO ARE SINGLE, DIVORCED, SEPARATED OR WIDOWED WILL WORK 41 YEARS.

-- THE WORK LIFE EXPECTANCY FOR MEN IS 41 YEARS.

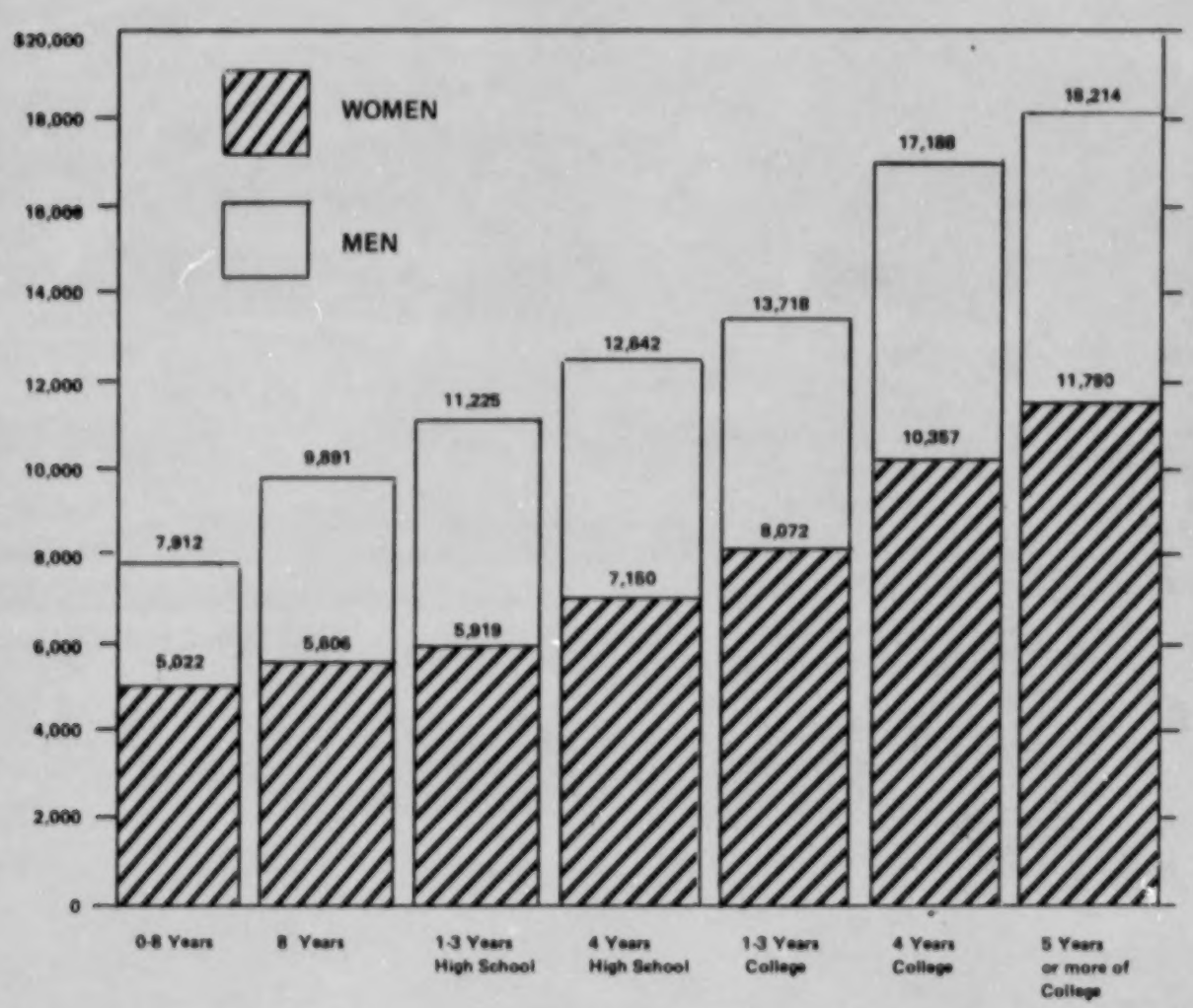
Sources: Wisconsin Feminists Project Fund, Inc., P.O. Box 1291, Madison, Wisconsin 53701; and Special Labor Report 187, U.S. Department of Labor, Bureau of Labor Statistics.

THE GAP BETWEEN EARNINGS OF WOMEN AND MEN HAS NEARLY DOUBLED SINCE 1955. WOMEN WHO WORKED YEAR-ROUND AT FULL-TIME JOBS EARNED ONLY 57 CENTS FOR EVERY DOLLAR EARNED BY MEN.



Sources: Wisconsin Feminists Project Fund, Inc., P.O. Box 1291, Madison, Wisconsin 53701; and U.S. Department of Commerce, Bureau of the Census.

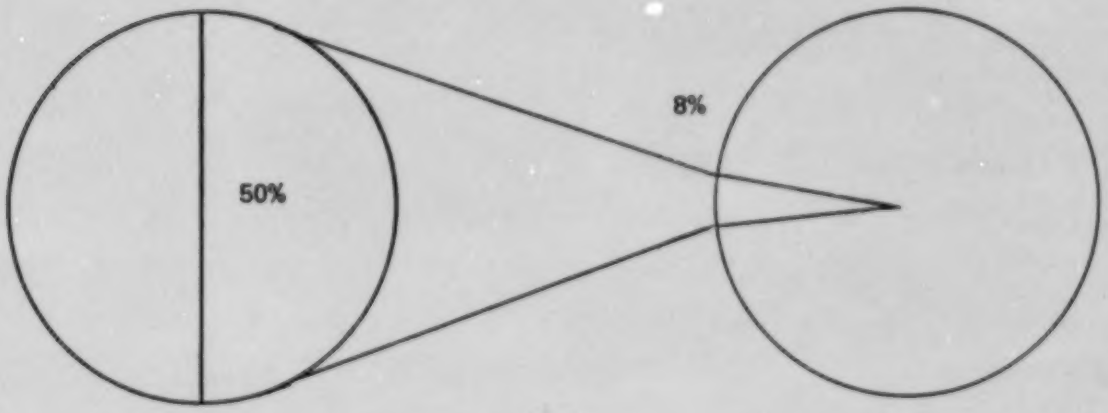
WOMEN CONSISTENTLY EARN LESS THAN MEN AT EACH EDUCATIONAL LEVEL.



Median Income of Year-Round Full-Time Civilian Workers By Sex and Educational Attainment

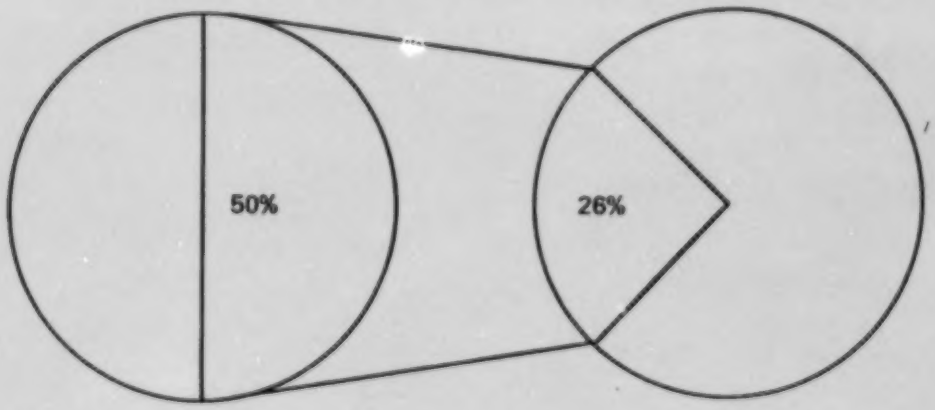
Sources: Wisconsin Feminists Project Fund, Inc., P.O. Box 1291, Madison, Wisconsin 53701; and U.S. Department of Labor, Women's Bureau.

THE PRIMARY REASON FOR THE DISCHEPANCY BETWEEN THE WAGES OF WOMAN AND MEN IS THAT MOST WOMEN ARE CONCENTRATED IN A SMALL NUMBER OF OCCUPATIONS. TRADITIONAL WOMEN'S JOBS ARE IN THE LOWER PAYING OCCUPATIONS, OR LOWER STATUS POSITIONS WITHIN THE HIGHER PAID OCCUPATIONAL GROUPS.



WOMEN MAJOR OCCUPATIONS

½ OF ALL WOMEN ARE CONCENTRATED IN 8% OF THE MAJOR OCCUPATIONS.



MEN MAJOR OCCUPATIONS

½ OF ALL MEN ARE SPREAD THROUGHOUT 26% OF THE MAJOR OCCUPATIONS.

Sources: Wisconsin Feminists Project Fund, Inc., P.O. Box 1291, Madison, Wisconsin 53701; and U.S. Department of Commerce, Bureau of the Census.

TRADITIONAL CAREERS

THOSE CHOICES THAT FOLLOW TYPICAL PATTERNS WHICH HAVE BEEN ENCOURAGED AND EXPECTED, OR CONSIDERED APPROPRIATE FOR ONE'S SEX.

MAJOR OCCUPATIONS EMPLOYING MEN AND WOMEN*

TEN MAJOR OCCUPATIONS EMPLOYING WOMEN	TEN MAJOR OCCUPATIONS EMPLOYING MEN
SECRETARIES	ENGINEERS
FOOD SERVICE WORKERS	CARPENTERS
TEACHERS (Except College and University)	AUTO MECHANICS
SALES CLERKS	MECHANICS (EXCEPT AUTO
BOOKKEEPERS	BLUE COLLAR WORKER SUPERVISORS
HEALTH SERVICE WORKERS (DENTAL ASSISTANCE, PRACTICAL NURSES, NURSING AIDES)	TRUCK DRIVERS
	CLEANING WORKERS
	FOOD SERVICE WORKERS
PERSONAL SERVICE WORKERS (HAIRDRESSERS, CHILD CARE WORKERS, ATTENDANTS)	FARM OWNERS AND TENANTS
	PROTECTIVE SERVICE WORKERS (FIRE, POLICE, ETC.)
NURSES, DIETICIANS, THERAPISTS	
CASHIERS	
PRIVATE HOUSEHOLD WORKERS	

*U.S. DEPARTMENT OF LABOR, WOMEN'S BUREAU, "TABLE 1: EMPLOYED PERSONS IN SELECTED OCCUPATIONS–1976 ANNUAL AVERAGES" (WASHINGTON, D.C.: WOMEN'S BUREAU, 1977) (CALCULATIONS MADE BY RESOURCE CENTER ON SEX ROLES IN EDUCATION.)

NON-TRADITIONAL JOBS

THOSE CHOICES DOMINATED BY THE OTHER SEX AND NOT TYPICALLY CHOSEN BY ONE'S OWN SEX.

TRABAJOS NO TRADICIONALES

LAS ELEGIDOS EN SU MAYORIA POR EL SEXO OPUESTO Y QUE NO SON TIPICAMENTE ELEGIDOS POR MIEMBROS DE SU PROPIO SEXO.

NONTRADITIONAL JOBS
ADVANTAGES AND DISADVANTAGES

PURPOSE

To assist parents in examining their conceptions of the advantages and disadvantages of nontraditional jobs as potential careers for their children.

TIME REQUIRED

Approximately 35 minutes

GROUP SIZE

Small groups of 3-6 persons; as many as can be accommodated by room and facilitators

MATERIALS

Large sheet paper, felt pens and masking tape

PROCEDURES

1. Trainer shows audio-visual showing men and women engaged in nontraditional jobs.

2. Trainer asks parents to form small groups of 3-6 of mixed sexes.

3. Trainer asks groups to select recorder; passes out large sheets of paper and felt pens.

4. Trainer asks recorder to divide paper in half vertically and label one half advantages and one half disadvantages of nontraditional jobs.

5. Trainer may ask groups to examine the advantages and disadvantages in terms of economics, personality, family relationships, skill development.

6. Trainer facilitates large group sharing; asks recorders to share with the total group their lists and to ask any questions that may be raised (clarification questions).

7. Final question: HOW CAN DISADVANTAGES BE OVERCOME?

8. Trainer summarizes. Stresses that:

   A. ALL INDIVIDUALS NEED TO IDENTIFY THEIR OWN INTERESTS, ABILITIES AND NEEDS WITHOUT BEING LIMITED BY STEREOTYPED IDEAS OF "FEMININITY" AND "MASCULINITY."

   B. BOTH MALES AND FEMALES MAY FIND THEIR INTERESTS AND NEEDS MET BY VOCATIONAL EDUCATION COURSES WHICH ARE NOT TRADITIONAL FOR THEIR SEX.

   C. VOCATIONAL EDUCATION COURSES CAN OFFER ANY INDIVIDUAL VALUABLE SKILLS.

NONTRADITIONAL JOBS
ADVANTAGES AND DISADVANTAGES

Some people believe that women of all groups and perhaps minorities should stand back and not compete for certain jobs. We need to remember several facts.

A. INFLATION IS FORCING MANY FAMILIES TO NEED THE INCOME FROM TWO WAGE EARNERS.

B. THE LENGTH AND QUALITY OF CHILDREN'S EDUCATIONAL EXPERIENCES MAY BE AN IMPORTANT FACTOR IN DETERMINING THEIR LATER PLACE ON THE ECONOMIC SCALE.

C. THE TREND IS TOWARD A MORE COMPLEX TECHNOLOGICAL SOCIETY.

D. QUALITY VOCATIONAL COUNSELING AND TRAINING CAN RESULT IN A HIGHER WAGE FOR ANY WORKER.

E. PARENTS HAVE A MAJOR ROLE IN THEIR CHILDREN'S CAREER DEVELOPMENT.

Session III
Trainer Instruction
Sheet

AUDIO VISUAL - SELECTION I
CHOICES

PURPOSE

Introducing the concept of nontraditional jobs and showing examples of workers in nontraditional fields.

MATERIALS

16 mm projector
extension cord
screen
film itself
extra bulb
take-up reel

TIME REQUIRED

30 minutes

GROUP SIZE

Large, informal

ROOM ARRANGEMENT

Chairs arranged so all can see

PROCEDURE

Introduce film by saying: THE PURPOSE OF THIS FILM IS TO ALLOW YOU TO ACTUALLY HEAR SOME WORKERS WHO HAVE ENTERED NONTRADITIONAL JOBS TALK ABOUT THEIR WORK. AS YOU LISTEN TO THE COMMENTS OF THESE NONTRADITIONAL WORKERS, TRY TO REMEMBER WHAT THEY SAY ARE THE ADVANTAGES AND DISADVANTAGES OF ENTERING THESE FIELDS.

After showing film ask:

A. OF THE WOMEN YOU SAW INTERVIEWED IN THIS FILM, WHAT ATTRACTED THEM INTO NONTRADITIONAL WORK?

B. WHAT ATTRACTED MEN IN THE FILM TO NONTRADITIONAL FIELDS?

C. WHAT WERE SOME OF THE PROBLEMS THESE WORKERS ENCOUNTERED ON THE JOB?

D. COULD YOU SEE ANY OF YOUR CHILDREN DOING ANY OF THE JOBS DESCRIBED IN THE FILM?

Editorial Comment

"Choices" was the film shown at the field test of the YES Program. This film shows older workers in nontraditional jobs being interviewed on the work site. The film was made in New Mexico and shows men and women discussing advantages and disadvantages of nontraditional jobs. It shows minority workers with one very short section in Spanish. The sound quality often varies, so sit close to the machine to adjust the volume. Select this film if you feel parents' reluctance to accept nontraditional jobs is based on dangers or obstacles encountered after vocational training.

Order this film from:

Vocational Education Equity Center
Dept. of Secondary and Adult Education
College of Education
University of New Mexico
Albuquerque, New Mexico 87131

AUDIO VISUAL - ALTERNATE SELECTION
IT'S HER FUTURE

PURPOSE

Introducing the concept of nontraditional jobs and showing examples of workers in nontraditional fields.

MATERIALS

16 mm projector
extension cord
extra bulb
screen
take up reel
film itself

TIME REQUIRED

30 minutes

GROUP SIZE

Large, informal

ROOM ARRANGEMENT

Chairs arranged so that all can see

PROCEDURE

Introduce film by saying: THE PURPOSE OF THIS FILM IS TO ALLOW YOU TO ACTUALLY HEAR SOME WORKERS WHO HAVE ENTERED NONTRADITIONAL FIELDS. AS YOU LISTEN TO THE COMMENTS OF THESE NONTRADITIONAL WORKERS, TRY TO REMEMBER WHAT THEY SAY ARE THE ADVANTAGES AND DISADVANTAGES THEY EXPERIENCED.

After showing "It's Her Future" say:

1. THIS FILM SHOWED PARENTS OF GIRLS WHO WERE TAKING NONTRADITIONAL VOCATIONAL PROGRAMS.
   A. WHAT WERE SOME OF THE CONCERNS PARENTS HAD ABOUT THEIR DAUGHTERS GOING INTO THESE PROGRAMS?
   B. WERE THEY SATISFIED WITH THEIR DAUGHTERS' PROGRAMS?

2. SOME GIRLS ARE CHOOSING TECHNICAL OR TRADE AND INDUSTRIAL TRAINING.
   A. WHY ARE THEY CHOOSING SUCH TRAINING OVER MORE TRADITIONAL COURSES?
   B. HOW ARE THEIR LIVES GOING TO BE AFFECTED BY THIS CHOICE?

3. DO YOU KNOW ANY GIRLS WHO ARE TAKING NONTRADITIONAL COURSES?
   A. ARE THEY HAPPY WITH THEM?
   B. ARE THEIR PARENTS PLEASED?
   C. WHAT PROBLEMS HAVE THEY HAD TO OVERCOME?

4. DO YOU KNOW ANY WOMEN IN NONTRADITIONAL JOBS?
   A. WHAT KINDS OF JOBS?
   B. ARE THEY EARNING A GOOD LIVING AT IT?

5. WHY DO YOU THINK AN INCREASING NUMBER OF WOMEN ARE SEEKING JOBS THAT HAVE PREVIOUSLY BEEN DONE BY MEN?

Editorial Comment
This film was not actually shown in the field test of the YES Program. Its advantages are its good technical quality and the fact that it is designed specifically for parents. Its drawback is that it focuses only on females.

Order this film from:

Technical Assistance Center of the Southwest
Stephen F. Austin State University
Box 13010A SFA Station
Nacogdoches, Texas 75962

SAMPLE PRESENTATION BY VOCATIONAL COUNSELOR

Ysleta Vocational High School follows the district's guidelines on its Educational Philosophy and Goals, thus making equal education available to all students. Care is taken to promote and encourage students who are interested in nontraditional programs.

Courses offered at the vocational high school are designed to prepare students in an occupational area. This high school vocational counselor plays a very important role in this area. Each high school is assigned a vocational counselor who is responsible to the high school students he/she is assigned to, as well as the junior high/middle school students who will eventually attend that high school.

In the seventh grade, vocational counselors assist students with becoming aware of self, developing wholesome attitudes, and assuming responsibility for decision-making, vocational awareness and educational occupational selection. In eighth grade they assist students in exploring their interest, educational achievements, and provide different career information. Along with acquainting students with the economic system of the community and the educational opportunities in high school.

Among other things, the vocational counselor in the high school setting is responsible for recruiting and informing all students about vocational programs available to them.

Most of the courses offered at the vocational high school are available to students as they become sophomores. Even though the courses vary in length, from one to three years, depending on the program, students are expected to

successfully complete at least one year in the program. Credit for these courses is given as three elective credits. Students enrolled in these courses are bused to and from the vocational high school, from their home school where three classroom periods a day are spent at that facility.

In order to enroll in these vocational programs, students must see their school vocational counselor, who assists students with their interest through personal interviews, and testing assessment.

The vocational also offers special programs for handicapped students. These students must also see their vocational counselor, who sets up an Admissions, Review and Dismissal Committee meeting which includes special education teachers, parents, administrators and assessment personnel who assist the students on program selection.

Job placement and follow-up are two of the components of the district's vocational programs. A job placement coordinator and the instructor work on placing students in full or parttime employment upon completion of these programs, and conduct a follow-up study for a period of five years in order to evaluate training.

AT THIS POINT A SLIDE PRESENTATION AND HANDOUTS, DESCRIBING EACH PROGRAM. WAS GIVEN TO THE PARTICIPANTS.

TECHNICAL COURSES OFFERED AT YSLETA VOCATIONAL HIGH SCHOOL

PROGRAM NAME	SCHOLASTIC LEVEL FOR ENTRY	MAIN INSTRUCTIONAL AREA	MAIN CAREER STUDIED	EL PASO WAGES 11-81 ESTABLISHED WORKERS ON JOB 2 TO 3 YEARS	POSSIBLE RELATED CAREERS
Industrial Electronics Two to Three Year Program	Sophomore or Junior	Shop Safety Basic Electricity Transistor Circuit Amplifiers Storing/Transferring Elec. Information Input & Output of Elec. Inf. Digital & Analog Electronics	Electronic Component Assembly Circuit Design Troubleshooting Quality Control	$6.14 - $9.67 per hr.	Electronic Tech. Electronic Eng. Electronic Repair Electronic Assembly Director
Masonry Two to Three Year Program	Sophomore or Junior	Shop Safety, Math for Masonry, Blueprint Reading, Cement Masonry, Bricklaying, Cinderblock Laying, Cement Foundation, Concrete Finishing	Mason	$4.50 - $11.00 per hr.	Stone Mason Bricklayers Concrete Finisher Plasterer Terrazo Worker Tile Setter
Mill & Cabinet Two to Three Year Program	Sophomore or Junior	Shop Safety, Blueprint Reading, Math & Wood Study, Cabinet Making, Furniture-Doors-Tables-Shelves-Mill & Molding, Frame & Panel Construction	Carpenter	$5.00 - $11.87 per hr.	Finish Carpenter Paneling Framing Formica Worker Window Shutter Maker Rough Carpenter

Participant Handout
Session III
SAMPLE

TECHNICAL COURSES OFFERED AT YSLETA VOCATIONAL HIGH SCHOOL

PROGRAM NAME	SCHOLASTIC LEVEL FOR ENTRY	MAIN INSTRUCTIONAL AREA	MAIN CAREER STUDIED	EL PASO WAGES 11-81 ESTABLISHED WORKERS ON JOB 2 TO 3 YEARS	POSSIBLE RELATED CAREERS
Food Services VEH (Vocational Education for Handicapped) One to Three Year Program	Handicapped Students Only	Students in this program work on their individual level and taught according to their needs. Basic instruction geared to equipment usage, safety standards, sanitation requirements, reading and preparation of recipes, large group food preparation, and restaurant management.	Chefs	Totally dependent on students' ability to learn and area they are able to best function in. (Minimum wage to ability.)	Chef Waiter Waitresses Cook Restaurant and Cafeteria Mgmnt. Dishwasher Bus Person
General Construction VEH (Vocational Education for Handicapped)	Handicapped Students Only	Students in this program work on their individual level and taught according to their needs. Basic instruction geared to teach blueprint reading, building house frames, bricklaying, installing floor and wall tiles, electrical wiring, basic plumbing, layout pipelines, painting and shop safety.	Construction Worker	Totally dependent on students' ability to learn and areas in which they are able to best function. (Minimum wage to ability.)	Carpentry Plumbing Electrical Wiring Cement Mason Painting

PARENTS/THE SCHOOLS -- A PARTNERSHIP
WHAT CAN YOU DO?

PURPOSE

To provide parents with career information available through the regular school counselor, the vocational counselor and the school library

GROUP SIZE

Large group

TIME REQUIRED

15 minutes

MATERIALS

As requested by speakers

ROOM ARRANGEMENT

Lecture format

PROCEDURE

Three weeks ahead of this session contact the regular school counselor, the vocational counselor and school librarian. Ask them to develop a 5-minute presentation on career information available through their office. Stress that the information should be up-to-date and nondiscriminatory (race, sex, handicap). Possible areas to be covered in the presentation follow:

School Counselor	Identify children's abilities Definition of interest inventory Information related to cumulative record
Vocational Counselor	Advantages of technical training Overview of vocational programs Enrollment requirements Testing and counseling available through vocational counselor
Librarian	Occupational Outlook Handbook Career information available in school library Relationship of career information to curriculum Display of nonsexist career materials available in school library

Two days before the session, call presenters and remind them of time and place.

At session:

1. Briefly introduce all speakers.
2. Ask parents to save questions until the end of all presentations.
3. Facilitate questioning by parents.
4. Thank presenters and close activity.

Next day: Write thank-you letter to each presenter. Send copy to each presenter's immediate supervisor.

Session III
Participant Handout
Homework

PERSONAL JOB CHOICES - HOW DO WE MAKE THEM?

_____ _____
Name List Your Occupation

1. At what age did you choose this occupation? _____
2. What influenced you to choose this occupation? _____
3. What personal interests and abilities do you bring to this occupation?

_____

4. How long have you practiced this occupation? _____
5. List 5 adult acquaintances or family members and their occupations:

Name	Occupation
(1)_____	(1)_____
(2)_____	(2)_____
(3)_____	(3)_____
(4)_____	(4)_____
(5)_____	(5)_____

6. At what age did they choose this occupation?

(1) _____ (2) _____ (3) _____ (4) _____ (5) _____

7. What influenced this person to choose this occupation?

(1)_____ (2)_____

(3)_____ (4)_____

(5)_____

8. What personal interests and abilities does this person bring to the job?

(1)_____ (2)_____

(3)_____ (4)_____

(5)_____

9. How long has this person held this job?

(1) _____ (2) _____ (3) _____ (4) _____ (5) _____

10. At what other jobs would he/she excel?

(1)_____ (2)_____

(3)_____ (4)_____

(5)_____

PARENTAL INVOLVEMENT WORKSHOP EVALUATION FORM

As a result of my participation in this workshop:	Increased	Decreased	Remained Unchanged
1. My awareness of economic trends has:	____	____	____
2. My ability to identify advantages and disadvantages of non-traditional jobs has:	____	____	____
3. My knowledge of the offerings of the vocational program in the district has:	____	____	____

4. Below is a list of the major activities of this workshop. Please circle the number that most closely reflects your feelings about each activity.

ACTIVITY	Useful	Somewhat Useful	Not Very Useful	Not At All Useful
Transparencies - Economic Trends	1	2	3	4
Audio Visual	1	2	3	4
Advantages - Disadvantages	1	2	3	4
Parents and the Schools: A Partnership	1	2	3	4

5. List below those activities which were most informative and beneficial to you.

6. List below any activities which were not beneficial to you and/or which you think could be eliminated from this session.

7. I feel this workshop was:
   ____ a good use of my time
   ____ neither a good nor poor use of my time
   ____ a poor use of my time

8. Other comments:

Sesión III
Comunicado para los participantes

AGENDA
PARTICIPACION DE PADRES
EL MUNDO DEL TRABAJO

Metas:

1. Informar a los padres de las tendencias económicas resultando en un aumento en la participación de la mujer en el mercado obrero.

2. Preparar a los padres para que identifiquen empleos no tradicionales y las ventajas y desventajas de empleos no tradicionales.

3. Informar a los padres de las oportunidades, los requisitos de matriculación, las ofertas de clases de la secundaria vocacional local (Vocational High School).

HORA	ACTIVIDAD	PROPOSITO
6:30	REFRESCOS	Llegar a conocerse. Llevar a los niños a la sala de recreos.
7:00	INTRODUCCIONES	Presentar los entrenadores a los participantes.
7:10	COMPARTIENDO LA AGENDA	Llegar a un entendimiento mutuo del propósito de la sesión.
7:15	TENDENCIAS ECONOMICAS UNA SERIE DE TRANSPARENCIAS	Presentar a los padres un resumen de las fuerzas económicas resultando en un aumento en la participación de la mujer en el mercado obrero.
7:30	AUDIO VISUAL CHOICES PELICULA DE 16MM	Presentando el concepto de empleos no tradicionales y mostrando ejemplos de trabajadores en áreas no tradicionales.
8:00	I N T E R M E D I O	
8:10	EMPLEOS NO TRADICIONALES VENTAJAS Y DESVENTAJAS	Examinar el concepto de los padres hacia las ventajas y desventajas de empleos no tradicionales como carreras posibles para sus hijos/hijas.
8:45	LOS PADRES Y LAS ESCUELAS - UNA ASOCIACION	Proveer a los padres la información básica de ofertas de clases, requisitos de matriculación, entrenamiento para empleos en la secundaria vocacional local.
8:45	EVALUACION DE LA SESION II	Valorando la efectividad de la sesión.

PARA LA PROXIMA JUNTA

1. Entreviste a conocidos para que pueda llenar - Elecciones personales en el empleo: ?Cómo las hacemos?

2. Tráigala a la siguiente sesión.

TENDENCIAS ECONOMICAS

PROPOSITO

Proporcionarle a los padres un resumen de las fuerzas económicas que son la causa del aumento de la participación de la mujer en el mercado obrero.

TAMAÑO DEL GRUPO

De 10 a 40

TIEMPO REQUERIDO

15 minutos

MATERIALES

Copias de las transparencias 1-12 de la Sesión III, proyector "overhead", pantalla, extensión eléctrica, algo para indicar en la pantalla, un foco extra para el proyector, luz de mano.

ARREGLO DEL CUARTO

Las sillas arregladas para que todos puedan ver la pantalla

PROCEDIMIENTOS

El entrenador presenta la información contenida en las transparencias que indica las causas por el aumento de la participación de la mujer en el mercado obrero. por medio de decir:

LAS TRANSPARENCIAS QUE VOY A MOSTRARLES LES AYUDARAN A VER ALGUNAS DE LAS FUERZAS ECONOMICAS QUE AFECTAN A NUESTROS HIJOS/HIJAS.

1. LA INFLACION ESTA AUMENTANDO EL COSTO DE LA VIDA. AQUI ESTA UNA PROYECCION DE LO QUE UNAS CUANTAS COSAS BASICAS COSTARAN EN 1990.

2. MAS Y MAS LA MUJER ESTA NECESITANDO TRABAJOS PARA AYUDAR CON SU MANTENIMIENTO PROPIO Y EL DE SU FAMILIA.

3. DESDE 1972, MAS Y MAS MUJERES HISPANAS HAN INGRESADO EN EL MERCADO OBRERO.

4. EL DEPARTAMENTO DE OBREROS DE LOS ESTADOS UNIDOS PREDICE QUE LA PARTICIPACION CRECIENTE DE LA MUJER TRABAJADORA AUMENTARA MIENTRAS QUE LA PARTICIPACION DE EL HOMBRE EN LA FUERZA OBRERA PROBABLEMENTE PERMANECERA IGUAL.

5. LA MEDICINA MODERNA ESTA AUMENTANDO EL TIEMPO QUE VIVIMOS. ESTA TRANSPARENCIA MUESTRA EL CICLO DE LA VIDA DEL HOMBRE.

6. ESTA TRANSPARENCIA MUESTRA QUE LA MUJER TIENE UN TIEMPO POTENCIAL SIMILAR EN LA FUERZA OBRERA.

7. LA MUJER TANTO COMO EL HOMBRE, PUEDE PASAR UNA PARTE SIGNIFICANTE DE SU VIDA EN LA FUERZA OBRERA.

8. PERO LA MUJER GANA MUCHO MENOS QUE EL HOMBRE. EL TRECHO ENTRE LAS GANANCIAS DEL HOMBRE Y LA MUJER CASI SE HA DOBLADO DESDE 1955. LA MUJER QUE TRABAJA A TIEMPO COMPLETO GANA 57¢ POR CADA DOLAR GANADO POR EL HOMBRE.

9. LA MUJER CONSISTENTEMENTE GANA MENOS QUE EL HOMBRE AUNQUE HAYA ADQUIRIDO UNA EDUCACION UNIVERSITARIA.

10. LA RAZON PRINCIPAL POR LA DIFERENCIA ENTRE LAS GANANICAS DEL HOMBRE Y LA MUJER ES QUE LA MUJER SE CONCENTRA EN UN NUMERO PEQUENO DE OCUPACIONES. LOS TRABAJOS TRADICIONALES DE LA MUJER ESTAN EN LAS OCUPACIONES DE MENOS PAGO, O SON POSICIONES DE MENOS PRESTIGIO DENTRO DE LOS GRUPOS DE OCUPACIONES DE MEJOR PAGO.

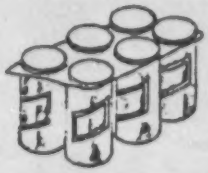
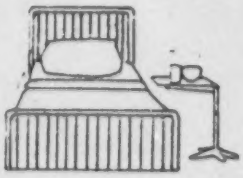
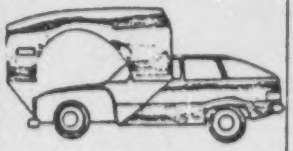
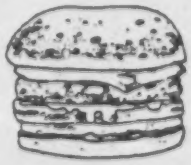
11. ESTAS SON LLAMADAS CARRERAS TRADICIONALES -- ELECCIONES QUE SIGUEN UN PATRON TIPICO QUE SE HAN FOMENTADO Y ESPERADO, O SE HAN CONSIDERADO APROPIADAS PARA EL SEXO DE UNO. AQUI ESTAN UNOS EJEMPLOS DE LAS CARRERAS TRADICIONALES DE LA MUJER. AQUI ESTAN UNOS EJEMPLOS DE LAS CARRERAS TRADICIONALES DEL HOMBRE.

12. ALGUNAS PERSONAS AHORA ESTAN ELIGIENDO ENTRAR A TRABAJOS NO TRADICIONALES, o LOS ELEGIDOS EN SU MAYORIA POR EL SEXO OPUESTO Y QUE NO SON TIPICAMENTE ELEGIDOS POR MIEMBROS DE SU PROPIO SEXO. LA PELICULA QUE VAMOS A VER NOS MOSTRARA ALGUNAS DE LAS REACCIONES, ACTITUDES, Y LOS SENTIMIENTOS DE TRABAJADORES NO TRADICIONALES.

A Donde Nos Lleva La Inflacion

Imagínese el día cuando un galón de gasolina cueste $5.30 un tubo de pasta dental $4, un coche nuevo típico $18,200 y un costal de 5 libras de azúcar $6.70. Será en el año 2000? Adivine otra vez. Si los costos de estos bienes y servicios continúa subiendo como lo ha hecho durante esta pasada década, estos precios serán una realidad en el año 1991.

En esta página está una muestra basada en lo que pasó con los precios de cada artículo desde 1971, de los que se puede esperar--más pronto de lo que mucha gente espera.

CASA NUEVA (Precio Medio) Ahora $69,300 1991 $191,000	**PROVISIONES PARA UNA SEMANA** (Familia de 4) Ahora $112 1991 $260	**OBRA DE TEATRO MUSICAL** (boleto de primera) Ahora $35 1991 $82	**CERVEZA** (6 latas)  Ahora $2.45 1991 $4.30
CUARTO DE HOSPITAL (semi-privado)  Ahora $170 1991 $484	**GUADAFANGO NUEVO – instalado**  Ahora $364 1991 $1,063	**CARTON DE CIGARILLOS** Ahora $6.17 1991 $10.40	**CAFE** (2 lb.) Ahora $5.12 1991 $14.00
TINTORERIA (traje de dos piezas) Ahora $3.96 1991 $9.00	**ESTAMPILLA** (1 oz.) Ahora 18¢ 1991 40¢	**HAMBURGUESA** (Big Mac)  Ahora $1.15 1991 $2.40	**PAPAS** (5 lbs.) Ahora $1.38 1991 $4.40

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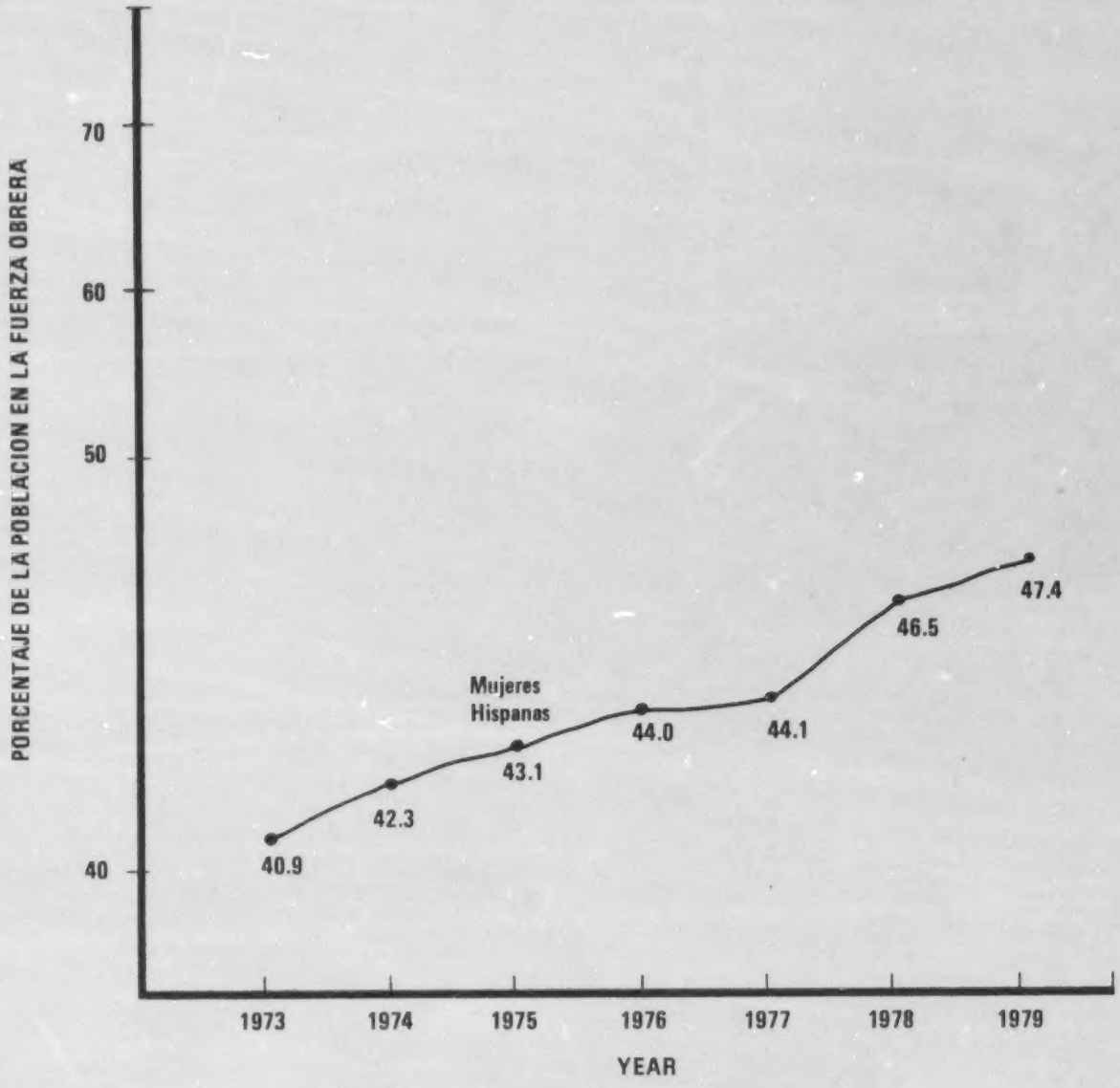
LA PARTICIPACIÓN DE LA MUJER EN EL CAMPO DEL TRABAJO SE HA DOBLADO DESDE 1950.

LA MUJER ES AHORA 2/5 DE TODOS LOS TRABAJADORES

Sources: Wisconsin Feminists Project Fund, Inc., P.O. Box 1291, Madison, Wisconsin 53701; and U.S. Department of Labor, Bureau of Labor Statistics.

PARTICIPACION EN LA FUERZA OBRERA DE LA MUJER HISPANA, PROMEDIOS ANUALES



Source: Perspectives on working women, a data book, Bureau of Labor Statistics, Bulletin 2080, October 1980.

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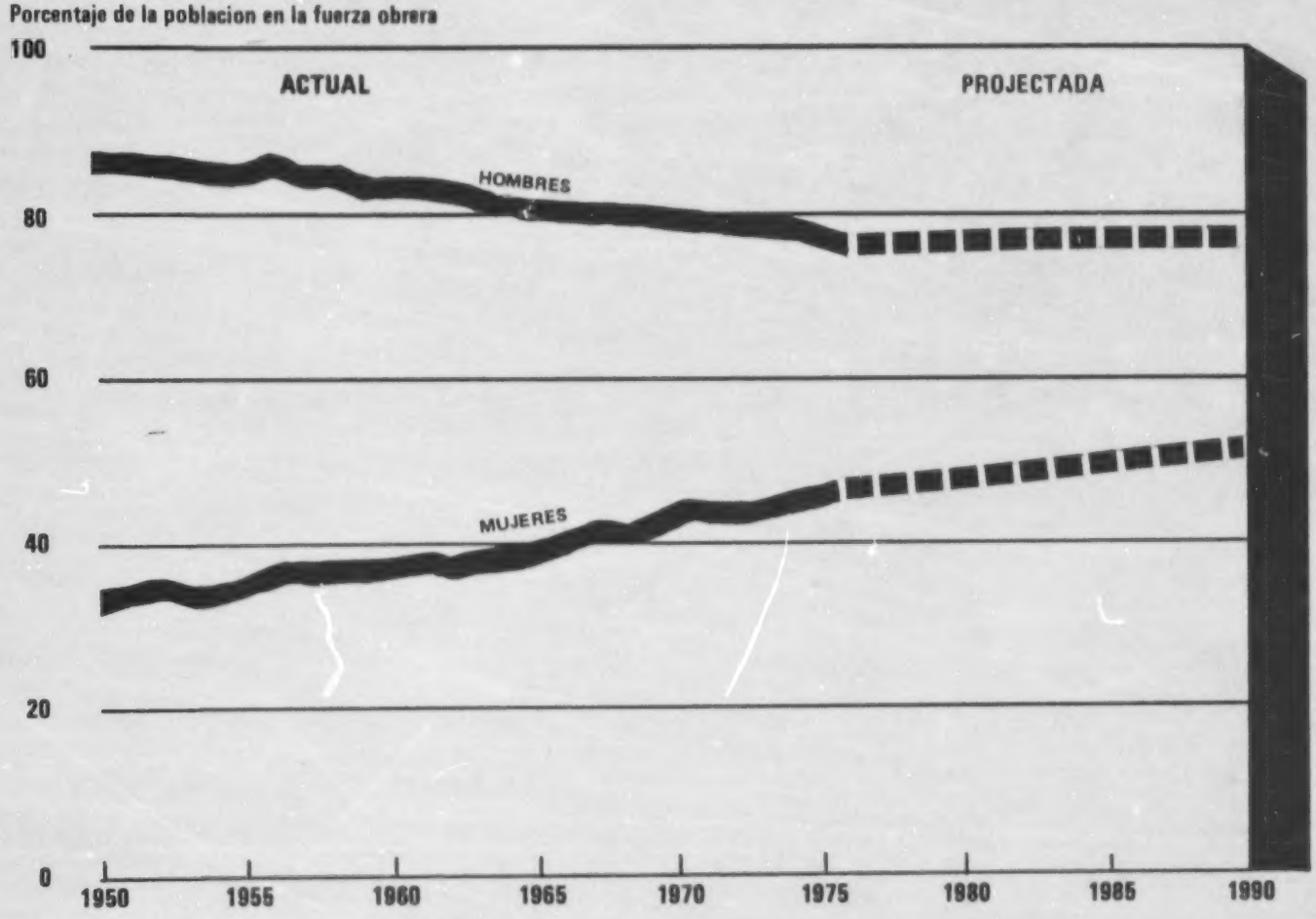
PARTICIPACION EN LA FUERZA OBRERA DE HOMBRES Y MUJERES PROMEDIOS ANUALES 1950-76, Y PROYECCION DE PROMEDIOS PARA 1980, 1985 Y 1990

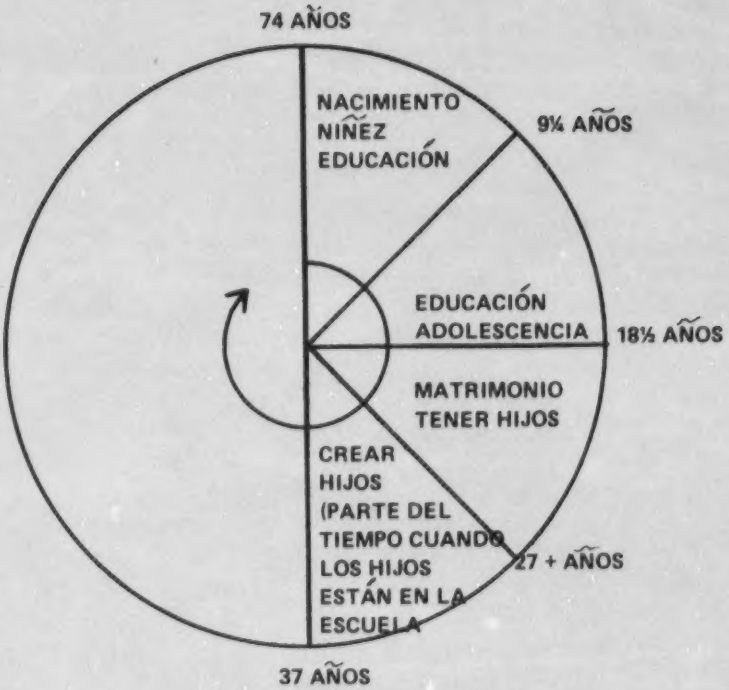


SOURCE: U.S. WORKING WOMEN; A DATA BOOK, U.S. DEPARTMENT OF LABOR, BUREAU OF LABOR STATISTICS, 1977, BULLETIN 1977.

LA VIDA DEL HOMBRE

Source: Freedom for Individual Development Staff, Women's Educational Equity Act Program

LA VIDA DE LA MUJER



Source: California Commission on the Status of Women.

LAS MUJERES, COMO LOS HOMBRES, PROBABLEMENTE PASARAN UNA PORCION CONSIDERABLE DE SU VIDA COMO PERSONAL EN EMPLEOS PAGADOS.

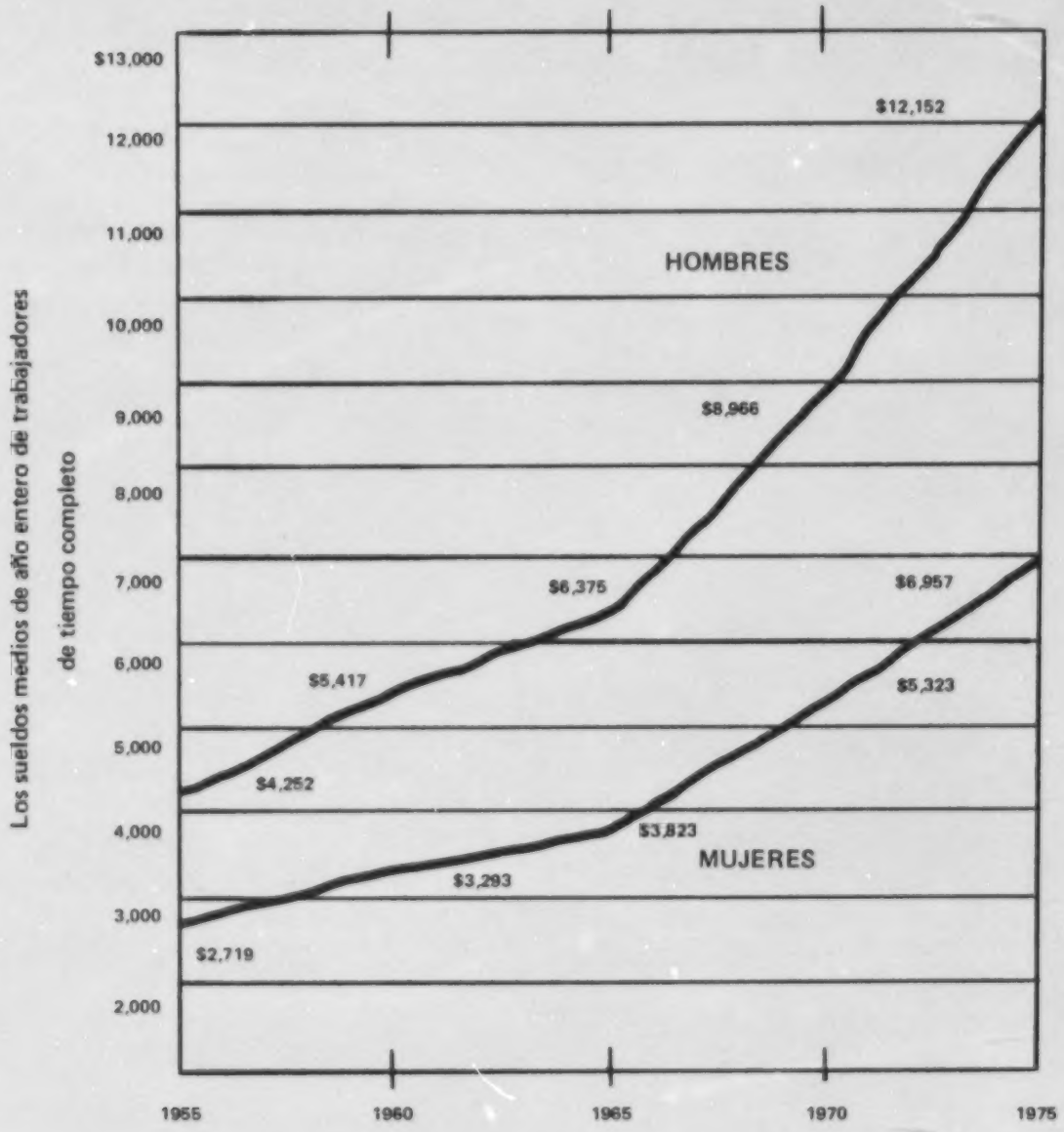
-- LA MUJER TÍPICA ACTUAL DE 25 AÑOS DE EDAD TRABAJARÁ POR 34 AÑOS, SE CASARÁ Y TENDRÁ DOS HIJOS.

-- LAS MUJERES SOLTERAS, DIVORCIADAS, SEPARADAS O VIUDAS TRABAJARÁN 41 AÑOS.

-- LA ESPERADA VIDA DE TRABAJO PARA LOS HOMBRES ES DE 41 AÑOS.

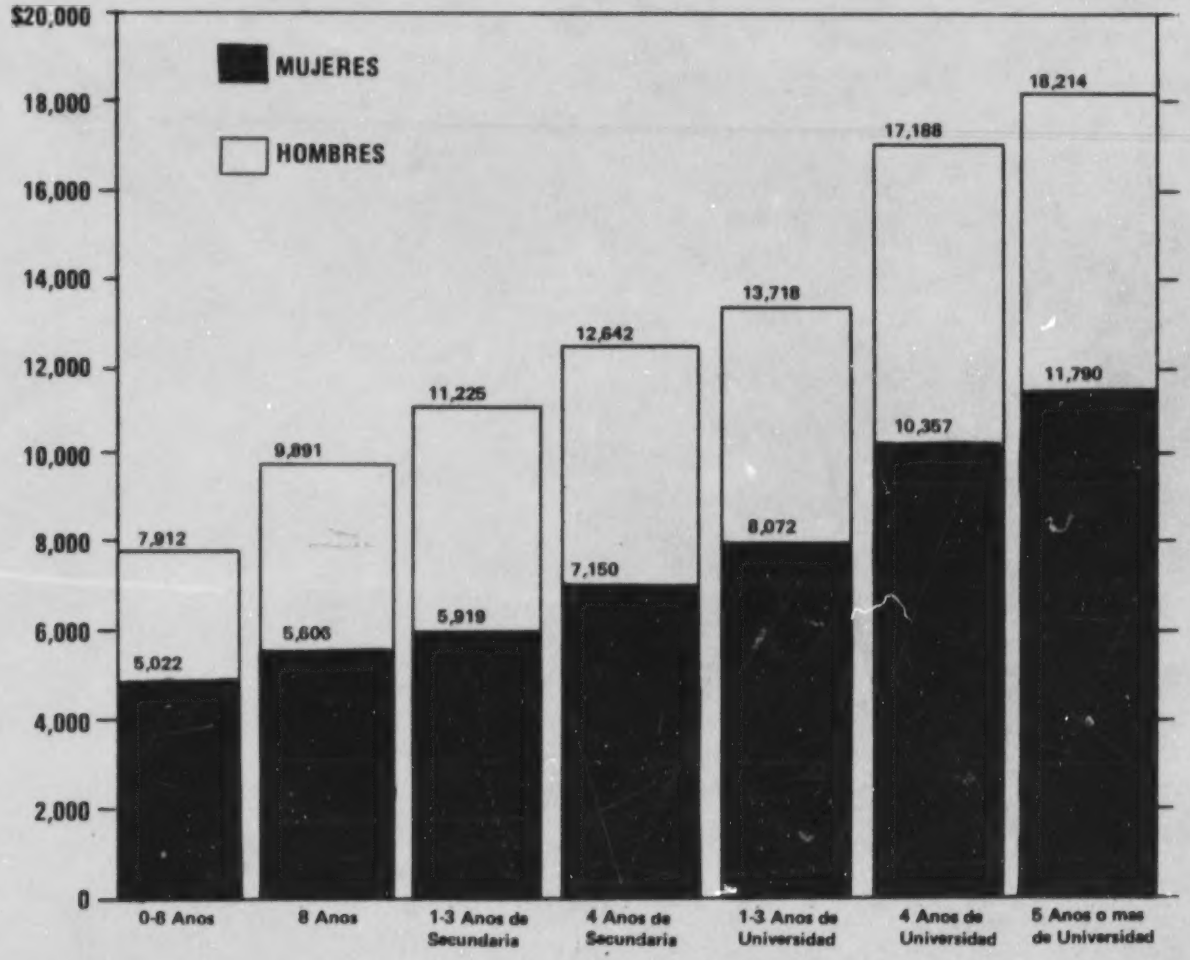
Sources: Wisconsin Feminists Project Fund, Inc., P.O. Box 1291, Madison, Wisconsin 53701; and Special Labor Report 187, U.S. Department of Labor, Bureau of Labor Statistics.

LA DISTANCIA ENTRE LOS SUELDOS DE HOMBRES Y MUJERES SE HA DOBLADO DESDE 1955. LAS MUJERES QUE TRABAJARON EL AÑO ENTERO EN EMPLEOS DE TIEMPO COMPLETO GANARON SOLAMENTE 57 CENTAVOS POR CADA DOLAR GANADO POR LOS HOMBRES.



Sources: Wisconsin Feminists Project Fund, Inc., P.O. Box 1291, Madison, Wisconsin 53701; and U.S. Department of Commerce, Bureau of the Census.

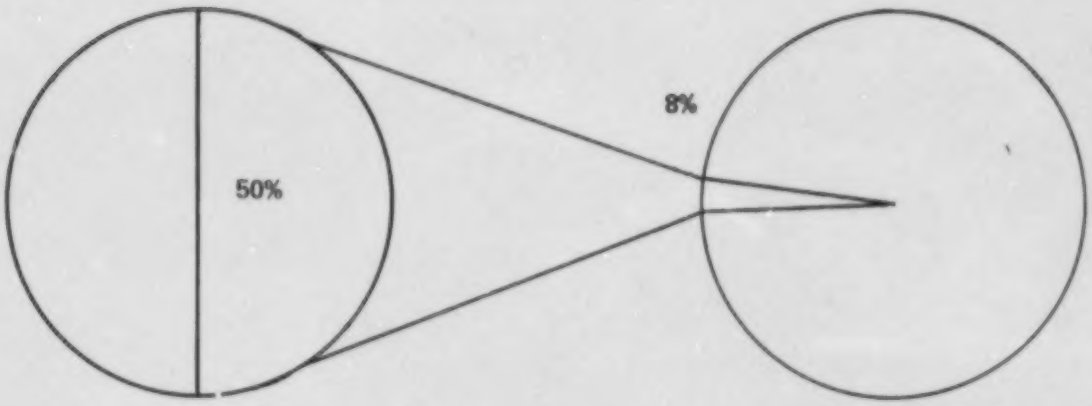
LAS MUJERES GANAN CONSISTENTEMENTE MENOS QUE LOS HOMBRES A CADA NIVEL EDUCATIVO



INGRESOS MEDIOS DE TRABAJADORES CIVILES DE TIEMPO COMPLETO POR UN ANO POR SEXO Y NIVEL EDUCATIVO

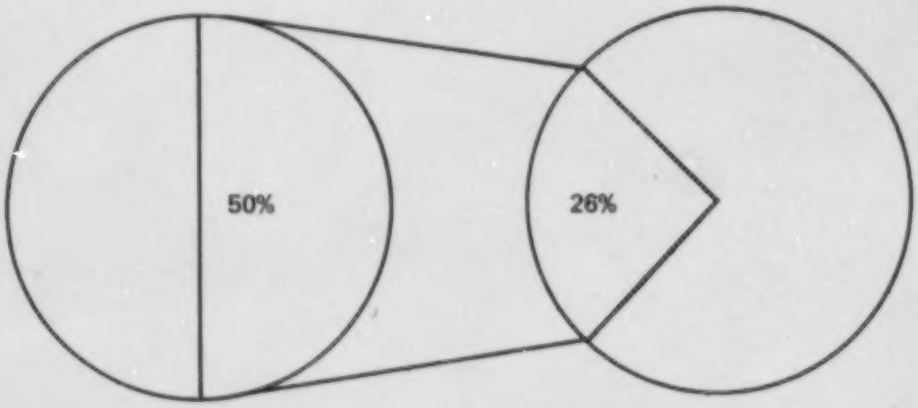
SOURCES: WISCONSIN FEMINISTS PROJECT FUND, INC., P.O. BOX 1291, MADISON, WISCONSIN 53701; AND U.S. DEPARTMENT OF LABOR, WOMEN'S BUREAU.

LA RAZON PRINCIPAL POR LA DESIGUALDAD ENTRE LOS SUELDOS DE LA MUJER Y EL HOMBRE ES QUE LA MAYORIA DE LAS MUJERES SE CONCENTRAN EN UN NUMERO LIMITADO DE OCUPACIONES, LOS EMPLEOS TRADICIONALES DE LA MUJER SE ENCUENTRAN EN LAS OCUPACIONES DE MENOS PRESTIGIO DENTRO DE LOS GRUPOS DE OCUPACIONES DE PAGO SUPERIOR.



LA MUJER OCUPACIONES PRINCIPALES

½ DE TODAS LAS MUJERES SE CONCENTRAN EN 8% DE LAS OCUPACIONCES PRINCIPALES.



EL HOMBRE OCUPACIONES PRINCIPALES

½ DE TODOS LOS HOMBRES SE ENCUENTRAN EN 26% DE LAS OCUPACIONES PRINCIPALES.

Sources: Wisconsin Feminists Project Fund, Inc., P.O. Box 1291, Madison, Wisconsin 53701; and U.S. Department of Commerce, Bureau of the Census.

CARRERAS TRADICIONALES

ESTAS SELECCIONES QUE SIGUEN SON MODELOS QUE HAN ANIMADO O SE HAN CONSIDERADO APRADIADAS PARA CARRERAS DE LA MUJER O DEL HOMBRE.

LAS OCUPACIONES PRINCIPALES EMPLEANDO A HOMBRES Y MUJERES*

LAS DIEZ OCUPACIONES PRINCIPALES EMPLEANDO A MUJERES	LAS DIEZ OCUPACIONES PRINCIPALES EMPLEANDO A HOMBRES
SECRETARIAS	INGENIEROS
TRABAJADORAS EN SERVICIOS DE ALIMENTACION	CARPINTEROS
MAESTRAS (CON EXCEPCION DE COLEGIOS Y UNIVERSIDADES)	MECANICOS DE AUTOMOVILES
DEPENDIENTES DE VENTAS	MECANICOS (NO DE AUTOMOVILES)
TENEDORAS DE LIBROS	SUPERVISORES DE TRABAJADORES CAPACITADOS
TRABAJADORAS EN SERVICIOS DE SALUBRIDAD (ASISTENTE A DENTISTA, ENFERMERAS PRACTICAS Y AYUDANTES DE ENFERMERA)	CHOFERES DE CAMIONES
TRABAJADORAS EN SERVICIOS PERSONALES (PEINADORAS, TRABAJADORAS EN EL CUIDADO DE LOS NINOS, ASISTENTES)	TRABAJADORES EN LA LIMPIEZA
ENFERMERAS, DIETISTAS, TERAPISTAS	TRABAJADORES EN SERVICIOS DE ALIMENTACION
CAJERAS	DUENOS DE GRANJAS Y TERRATENIENTES
TRABAJADORAS EN CASAS PARTICULARES	TRABAJADORES EN SERVICIOS DE PROTECCION (BOMBEROS, POLICIAS, ETC.)

*DEPARTAMENTO DE TRABAJOS DE EEUU, CAMARA DE MUJERES, "TABLA 1: PERSONAS EMPLEADAS EN OCUPACIONES SELECTAS–PROMEDIOS ANUALES DE 1976" (WASHINGTON, D.C.: CAMARA DE MUJERES, 1977) (CALCULACIONES HECHAS POR EL CENTRO DE RECURSOS EN PAPELES DESEMPENADOS CONFORME A SEXO EN LA EDUCACION.)

Session III
Economic Trends
Transparency 12

NON-TRADITIONAL JOBS

THOSE CHOICES DOMINATED BY THE OTHER SEX AND NOT TYPICALLY CHOSEN BY ONE'S OWN SEX.

TRABAJOS NO TRADICIONALES

LAS ELEGIDOS EN SU MAYORIA POR EL SEXO OPUESTO Y QUE NO SON TIPICAMENTE ELEGIDOS POR MIEMBROS DE SU PROPIO SEXO.

TRABAJOS NO TRADICIONALES
VENTAJAS Y DESVENTAJAS p. 1

PROPOSITO

Ayudar a los padres a examinar sus conceptos de las ventajas y desventajas de trabajos no tradicionales como carreras posibles para sus hijos/hijas.

TIEMPO REQUERIDO

Aproximadamente 35 minutos

TAMAÑO DEL GRUPO

Grupos pequeños de 3 a 6 personas; cuantos grupos puedan acomodarse por el cuarto y los entrenadores.

MATERIALES

Papel grande, plumones, cinta adhesiva

PROCEDIMIENTO

1. El entrenador muestra el audio visual enseñando a hombres y mujeres participando en trabajos no tradicionales.

2. El entrenador le pide a los padres que formen grupos pequeños de 3 a 6 personas de sexo mixto.

3. El entrenador pide a los grupos que seleccionen a un secretario; reparte el papel grande y los plumones.

4. El entrenador le pide al secretario que divida el papel por la mitad verticalmente y que marque en una mitad ventajas y en la otra mitad desventajas.

5. El entrenador puede pedirle a los grupos que examinen las ventajas y las desventajas en términos de economía, personalidad, relaciones familiares, desarrollo de destrezas.

6. El entrenador facilita el compartimiento del grupo grande; pide a los secretarios que compartan con el grupo total su lista y que pregunten cualquier pregunta que surja (preguntas de clarificación).

7. Pregunta final: ?Cómo pueden superarse las desventajas?

8. El entrenador hace un resumen. Enfatiza que:

   A. TODO INDIVIDUO NECESITA IDENTIFICAR SUS PROPIOS INTERESES, HABILIDADES Y NECESIDADES SIN SER LIMITADO POR LAS IDEAS ESTEREOTIPICAS DE LO "FEMENINO" Y LO "MASCULINO".

   B. AMBOS HOMBRES Y MUJERES PUEDEN ENCONTRAR SUS INTERESES Y NECESIDADES SATISFECHOS POR CURSOS DE EDUCACION VOCACIONAL QUE NO SON TRADICIONALES PARA SU SEXO.

   C. LOS CURSOS DE EDUCACION VOCACIONAL PUEDEN OFRECER A CUALQUIER INDIVIDUO DESTREZAS VALIOSAS.

Algunas personas creen que la mujer de todos los grupos y tal vez las minorías deberían apartarse y no competir para ciertos trabajos. Hay que recordar varias realidades.

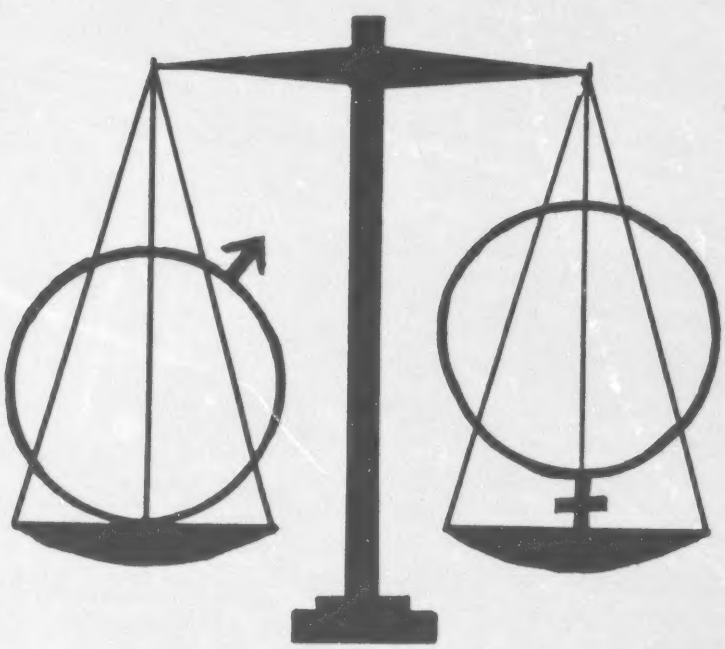
A. LA INFLACION ESTA FORZANDO A MUCHAS FAMILIAS HACIA LA NECESIDAD DE OBTENER LOS INGRESOS DE DOS TRABAJADORES.

B. LA DURACION Y LA CALIDAD DE LAS EXPERIENCIAS EDUCATIVAS DE LOS NINOS/NINAS PUEDE SER UN FACTOR IMPORTANTE EN DETERMINAR SU LUGAR FINAL EN LA ESCALA ECONOMICA.

C. LA TENDENCIA ES HACIA UNA SOCIEDAD MAS COMPLEJA Y TECNOLOGICA.

D. LOS CONSEJOS Y EL ENTRENAMIENTO VOCACIONAL DE CALIDAD PUEDEN RESULTAR EN SUELDOS SUPERIORES PARA CUALQUIER TRABAJADOR.

E. LOS PADRES/MADRES HACEN UN PAPEL PRINCIPAL EN EL DESARROLLO DE LAS CARRERAS DE SUS HIJOS/HIJAS.



LOS PADRES/LA ESCUELA - UNA ASOCIACION
?QUE PUEDE HACER USTED?

PROPOSITO

Proporcionar a los padres la información de carreras disponible por medio del consejero regular de la escuela, el consejero vocacional y la biblioteca de la escuela.

TAMAÑO DEL GRUPO

Grupo grande

TIEMPO REQUERIDO

15 minutos

MATERIALS

Los que se requieren según los invitados.

ARREGLO DEL CUARTO

Formato para discurso

PROCEDIMIENTO

Tres semanas antes de esta sesión póngase en contacto con el consejero regular de la escuela, el consejero vocacional y la bibliotecaria de la escuela. Pídales que desarrollen una presentación de 5 minutos acerca de la información sobre carreras disponible por medio de su oficina. Enfatize que la información debe estar al corriente y debe ser no discriminatoria (raza, sexo, incapacidad). Las áreas posibles que se deben cubrir en la presentación son las siguientes:

Consejero de la escuela	Identificando las habilidades de los estudiantes Definición del inventario de intereses Información en relación al archivo permanente
Consejero vocacional	Las ventajas del entramiento técnico Un resumen de los programas vocacionales Requisitos para la matriculación Las evaluaciones y las sesiones de consejos disponibles por medio del consejero vocacional
Bibliotecaria	Cuaderno de ocupaciones (Occupational Outlook) La información de carreras disponible en la biblioteca La relación entre la información de carreras y la currícula Muestras de materiales no sexistas disponibles en la biblioteca de la escuela

En la sesión:

1. Presente a todos los invitados brevemente.
2. Pida a los padres que guarden sus preguntas hasta que todas las presentaciones sean terminadas.
3. Dirija la sesión de preguntas de los padres.
4. Dé las gracias a los invitados y clausure la actividad.

Al próximo día: Escriba una nota dando las gracias a cada invitado que hizo una presentación. Mande una copia al supervisor inmediato de cada invitado.

Sesión III
Comunicado para el participante

ELECCIONES PARA EMPLEOS PERSONALES - ?COMO LOS HACEMOS?

_____ _____
Nombre Ocupacion

1. ?A qué edad eligió esta ocupación? _____
2. ?Qué le influyo para eligir esta ocupación? _____
3. ?Qué intereses y habilidades personales trajo usted a esta ocupación?

   _____
4. ?Cuánto tiene en esta ocupación? _____
5. Haga una lista con 5 adultos conocidos o miembros de su familia y sus ocupaciones:

Nombre	Ocupacion
(1)_____	(1)_____
(2)_____	(2)_____
(3)_____	(3)_____
(4)_____	(4)_____
(5)_____	(5)_____

6. ?A qué edad eligieron esta ocupación?

   (1) _____ (2) _____ (3) _____ (4) _____ (5) _____
7. ?Qué le influyó a esta persona para eligir esta ocupación?

   (1)_____ (2)_____
   (3)_____ (4)_____
   (5)_____
8. ?Qué intereses y habilidades personales trajo esta persona a esta ocupación?

   (1)_____ (2)_____
   (3)_____ (4)_____
   (5)_____
9. ?Cuánto tiene esta persona en este empleo?

   (1) _____ (2) _____ (3) _____ (4) _____ (5) _____
10. ?En que otros empleos tendría éxito?

    (1)_____ (2)_____
    (3)_____ (4)_____
    (5)_____

Sesión III
Comunicado para
los participantes

FORMA DE EVALUACION PARA EL TALLER DE PARTICIPACION DE PADRES

Como resultado de mi participación en este taller:	Aumentó	Disminuyó	Permaneció Igual
1. Mi conocimiento de tendencias económicas:	____	____	____
2. Mi habilidad para identificar las ventajas y las desventajas de trabajos no tradicionales:	____	____	____
3. Mi conocimiento de las ofertas del programa vocacional de nuestro distrito:	____	____	____

4. Sigue una lista de las actividades principales de este taller. Favor de encerrar con un círculo el número que más correctamente refleja su reacción hacia cada actividad.

Actividad	Util	Algo Util	No Muy Util	Sin Ninguna Utilidad
Transparencias - Tendencias Económicas	1	2	3	4
Audio Visual	1	2	3	4
Ventajas - Desventajas	1	2	3	4
Los Padres y Las Escuelas: Una Asociación	1	2	3	4

5. Enseguida haga una lista de las actividades que fueron más informativas y le beneficiaron más:

6. Enseguida haga una lista de las actividades que no le beneficaron y/o las que usted piensa podrían ser eliminadas de esta sesión.

7. Siento que este taller fue:
   ____ un buen uso de mi tiempo
   ____ ni buen ni mal uso de mi tiempo
   ____ un mal uso de mi tiempo

8. Otros comentarios:

AGENDA
PARENTAL INVOLVEMENT SESSION IV
FOCUS ON THE PARENT

Goals:

1. To enable parents to identify times in their lives when they may have experienced sex stereotyping.

2. To enable parents to determine their own interest in and preparation for the job market.

3. To enable parents to identify the roles they play in their families and changes that might affect their roles.

TIME	ACTIVITY	PURPOSE
6:30	REFRESHMENTS	Getting acquainted. Taking children to playroom.
7:00	INTRODUCTIONS	Introducing trainers to participants.
7:10	AGENDA SHARING	Reaching a common understanding of the purposes for the session.
7:15	SELF EXPLORATION QUESTIONNAIRE	Providing parents an opportunity to access occasions in their past when they have experienced sex stereotyping.
7:35	THINKING ABOUT PAID WORK IN MY LIFE	Giving parents an opportunity to determining their values relative to participation in the paid work force.
8:00	B R E A K	
8:10	AUDIO VISUAL: SALLY GARCIA AND FAMILY	Showing the adjustments of a family to the mother's re-entry into the job market.
8:35	IDENTIFYING FAMILY ROLES	Allowing parents to analyze and discuss the roles they play in their families.
8:55	EVALUATION - SESSION IV	Assessing effectiveness of this training.

FOR THE NEXT MEETING

1. Bring a photograph with all the members of your family.

OR ...

2. Ask one of your children to draw a family portrait and bring it.

OR ...

3. Have your child make a scrapbook of possible careers using magazine pictures entitled: WHEN I GROW UP, WHAT WILL I BE?

TRAINING AGENDA
PARENTAL INVOLVEMENT SESSION IV p. 1

TIME	ACTIVITY	MATERIALS
30 min.	Refreshments	coffee pot coffee sugar cream paper cups napkins cookies spoons name tags for children safety pins markers box of toys useful to many age groups teenage babysitters - two male, two female
	Child care services Local regional service center might provide cartoons for children. 16 mm projector for play room	
5 min.	Introductions - (see p.42 this handbook) · Introduce self and co-trainer · Ask parents to introduce self and anyone they have recruited. · Review ground rules. NOTES:	name tags for parents push pins markers Training Agenda Instruction sheets for all activities Session IV
5 min.	Agenda Sharing - (see p.45 this handbook) · Give overview of session including definitions of sex stereotype, role. · Share purposes and agenda for session. · Ask clarification questions. NOTES:	Definitions on transparency p. 87 Copies of Agenda for Session IV Spanish version of Agenda Session IV
20 min.	Self Exploration Quiz · Explain that one of the objectives of this program is to allow participants to reflect on their own socialization. · Pass out Self Exploration Questionnaire. . Allow time for completion. . Ask questions at bottom of Trainer Instruction Sheet. NOTES:	Copies of: Self Exploration Quiz Copies of: Cuestionario de Exploracion De Si Mismo pencils
25 min.	Thinking About Paid Work in My Life · Explain that work is an expression of ourselves. This activity is designed to allow participants to think about their own interest in the paid work force. · Allow time for participants to check their responses. . Use questions at bottom of Trainer Instruction Sheet to direct discussion.	Copies of: Thinking About Paid Work in My Life Copies of: Pensando Acerca del Trabajo Pagado en Su Vida
10 min.	B R E A K	

TRAINING AGENDA
PARENTAL INVOLVEMENT SESSION IV p. 2

TIME	ACTIVITY	MATERIALS
35 min.	Audio Visual - 16 mm film "Sally Garcia and Family" · Introduce film by explaining that it is a documentary showing the return of a woman into the job market and some of the changes and adjustments experienced by the Garcia family. NOTES:	projector extra bulb take-up reel extension cord Film: Sally Garcia and Family screen
25 min.	Identifying Family Roles · Introduce activity. Roles we play in the family definitely affect our living patterns. This activity will help you identify roles you play in your family. It also will help you realize the demands made on your time by those roles. · Ask participants to fill in the spokes of the wheel at the bottom of page. · When completed, ask questions at bottom of Trainer Instruction Sheet. NOTES:	Copies of: Identifying Family Roles Copies of: Identificando Los Papeles de La Familia pencils Sample scrapbook Pamphlet 18 available from Women's Bureau U.S. Department of Labor, Washington, D.C. Magazines for parents to take home for children to cut pictures our of to make: When I Grow Up, What Will I Be?
	Announce · Next session will focus on children. · Time and place of next session. · Have participants go over "For the Next Meeting" at bottom of Agenda. · Show sample of scrapbook: When I Grow Up, What Will I Be? . Handout: Job Options for Women Pamphlet	Copies of: Participant Evaluation Forms Forma de Evaluacion Sesion IV
	Participant Evaluation - Session IV · Hand out and collect evaluation forms.	
	Trainer Evaluation · Before the next meeting, complete Trainer Evaluation Form. Use form to provide feedback to supervisor.	2 Copies of Trainer's Workshop Evaluation Form

AGENDA
PARENTAL INVOLVEMENT SESSION IV
FOCUS ON THE PARENT

Goals:

1. To enable parents to identify times in their lives whey they may have experienced sex stereotyping.

2. To enable parents to determine their own interest in and preparation for the job market.

3. To enable parents to identify the roles they play in their families and changes that might affect their roles.

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OR ...

3. Have your child make a scrapbook of possible careers using magazine pictures entitled: WHEN I GROW UP, WHAT WILL I BE?

SELF EXPLORATION QUESTIONNAIRE

PURPOSE

To provide parents an opportunity to access occasions in their past when they have experienced sex stereotyping.

GROUP SIZE

Ten to 40

TIME REQUIRED

20 minutes (The time will vary according to the number of clarification questions asked by parents.)

MATERIALS

Pencils
Copies of Self Exploration Questionnaire
Copies of Cuestionario de Exploracion de Si Mismo

ROOM ARRANGEMENT

Informal arrangement (chairs in semi-circle if possible, to allow trainer to make eye contact and see whether parents seem to be confused).

PROCEDURE

Explain: UP TO THIS TIME THE PROGRAM HAS BEEN FOCUSED ON YOUR ROLE AS PARENTS. THIS SESSION'S ACTIVITIES WILL CONCENTRATE ON YOUR NEEDS. THIS ACTIVITY IS TO ALLOW YOU TO FOCUS ON WAYS YOU WERE BROUGHT UP IN THE PAST AND ANY CURRENT GOALS YOU HAVE.

1. Allow participants to fill out questionnaire. (Approximately 10 minutes.)
2. Ask: HOW DO YOU SEE EVIDENCE OF SEX BIAS AFFECTING YOUR PAST? EXPLAIN.
3. Ask: COULD YOU BRIEFLY STATE ONE GOAL YOU CURRENTLY HAVE? WHAT INFLUENCED YOU TO CHANGE YOUR GOALS IN THE PAST?
4. Ask: WHICH ITEM ON THE QUESTIONNAIRE IS MOST SIGNIFICANT TO YOU RIGHT NOW? WHY?
5. Say: LET'S USE THE NEXT ACTIVITY TO EXAMINE PAID WORK IN YOUR LIFE AS AN ALTERNATIVE FOR YOU AT THIS TIME.

SELF EXPLORATION QUESTIONNAIRE

This activity is designed to help you think about the expectations of others you have experienced. There are no "right" or "wrong" answers. You may answer as many questions as you like.

1. Are you a male _____ or a female _____ ?

2. What were your parents' expectations for what you would do when you grew up?

   Mother's _____

   Father's _____

3. What things did your parents expect you NOT to do when you grew up?

   Mother's _____

   Father's _____

4. Please rate how you see yourself from 1 to 5 for the following items.

	Hardly at all				A Great Deal
I tend to want to be around other people.	1	2	3	4	5
I tend to follow rather than lead.	1	2	3	4	5
I tend to depend on others.	1	2	3	4	5
I tend to compete.	1	2	3	4	5
I tend to be aggressive.	1	2	3	4	5
I tend to dominate others.	1	2	3	4	5
I tend to care for others.	1	2	3	4	5

5. Briefly describe an instance when you have experienced stereotyping or discrimination due to your sex. _____

   _____

6. What kind of academic student were you? _____

7. What kind of trouble did you get into when you were in elementary school?

   _____

8. What is your occupational goal right now? _____

   _____

9. If your goal has changed over the years, briefly explain why you changed your plans: _____

   _____

SOURCE: Stockard, Jean, et al., Sex Equity in Education, Academic Press, Center for Educational Policy and Management, Eugene, Oregon, c. 1980.

THINKING ABOUT PAID WORK IN MY LIFE

PURPOSE

To give participants an opportunity to determine their values relative to participation in the paid work force.

MATERIALS

Copies of: Thinking About Paid Work handout
Copies of: Pensando Acerca del Trabajo Pagado en Su Vida
Pencils

GROUP SIZE

Ten to 40

TIME REQUIRED

25 minutes

ROOM ARRANGEMENT

Tables or desk on which participants may write

PROCEDURE

1. Explain that all work is valuable. The work we do at home is generally not paid work. The economic forces talked about last session influence us as well as our children. This is an opportunity to reflect on our own values in regard to paid employment.

2. Stress that each individual has different needs and values and that there are no "right" or "wrong" answers.

3. Allow participants time to check their responses.

4. After completion ask:

   * DO YOUR RESPONSES REFLECT ANY SEX STEREOTYPES?

   * DO YOU THINK YOUR ANSWERS WOULD BE THE SAME IF YOU WERE A MEMBER OF THE OPPOSITE SEX?

   * SHOULD THEY BE?

   * WHAT ARE SOME SOURCES OF CAREER GUIDANCE AVAILABLE TO YOU?

THINKING ABOUT PAID WORK IN MY LIFE

How much have you thought about the work that you might do for pay? Listed below are some questions that may help you to do so. Read each one and check the answer that fits you best.

PAID WORK IN MY LIFE: WHERE AM I NOW?

I think that the factors which will be most important to me in choosing an occupation will be:

____my own interests ____security ____high pay ____prestige

____independence ____excitement ____a chance to help others or contribute to society

____other

I believe that I have considered: ____ a few possible occupations
____ a great variety of occupations

I believe that I have: ____ very little idea of the work I would like to do for pay
____ a good idea of the work I would like to do for pay

I think that when I work for pay, it will be (or is now) in a job which is:
____ traditional for my sex
____ not traditional for my sex

I would like to work with (or currently work with):
____ members of my own sex
____ members of the opposite sex
____ both females and males

If I had to support myself now, I would:
____ have trouble finding a job I would enjoy
____ be able to do several different jobs that I would enjoy

If I had to choose a career tomorrow, I would choose to be _____
and I would need to get the following training _____.

Adapted from: Mathews, Martha and McCune, Shirley, Try It, You'll Like It! A Student's Introduction to Nonsexist Vocational Education, 1978, National Foundation for the Improvement of Education, 1202 16th Street N.W., Washington, D.C. 20036.

Session IV
Trainer Instruction
Sheet

AUDIO VISUAL - SALLY GARCIA AND FAMILY

PURPOSE

To help parents evaluate the potential impact on their family of re-entering the work force.

MATERIALS

Film "Sally Garcia and Family"
16 mm projector
extra bulb
take-up reel
screen
extension cord

GROUP SIZE

Large group arranged for comfortable view of screen

ROOM ARRANGEMENT

Easily moveable chairs arranged for viewing the screen; room that can be easily darkened

TIME REQUIRED

45 minutes (10 minutes for discussion)

PROCEDURE

1. Introduce film by explaining that it is a documentary showing the return of a woman to the job market and the changes and adjustments experienced by the Garcia family.

2. Ask parents to be prepared to discuss the following after the film has been shown:

   A. WHAT SIMILARITIES BETWEEN YOUR OWN FAMILY AND THE GARCIA FAMILY DO YOU SEE?

   B. WHAT WAS THE ATTITUDE OF MR. GARCIA TOWARDS HIS WIFE'S WORKING?

   C. AT ONE POINT SALLY GARCIA SAYS "YOU'RE NEVER TOO OLD TO LEARN." HOW DO YOU FEEL ABOUT THIS STATEMENT?

   D. WHEN WOMEN GO TO WORK DOES "SOMETHING HAVE TO GIVE"? WHAT HAVE THE GARCIAS GAINED? WHAT HAVE THEY LOST?

Film Summary

This film is an unscripted documentary about a growing phenomenon of our time: a woman returning to work as she enters middle age, despite her satisfaction with home and family. While the Garcias are a close family, they are experiencing many of the changes and tensions which have affected, and often disrupted, other families.

Order this film from: Technical Assistance Center of the Southwest
Stephen F. Austin State University
Box 13010 A
SFA Station
Nacogdoches, TX 75962

Note: You pay only return postage and insurance.

IDENTIFYING FAMILY ROLES

PURPOSE

To allow participants to analyze and discuss roles they play in their families.

GROUP SIZE

Ten to 40 people

TIME REQUIRED

25 minutes

ROOM ARRANGEMENT

Informal arrangement, tables to use for writing

MATERIALS

Copies of Identifying Family Roles
Copies of Identificando Los Papeles De La Familia
Pencils

PROCEDURE

1. Introduce activity by saying:

   ROLES WE PLAY IN THE FAMILY DEFINITELY AFFECT OUR LIVING PATTERNS. WE ARE GOING TO IDENTIFY SOME OF THE ROLES WE PLAY IN OUR OWN FAMILY STRUCTURE. LOOK AT YOUR ACTIVITY SHEET. FOLLOWING THE EXAMPLE, PUT YOUR NAME IN THE CENTER. LET EACH SPOKE REPRESENT THE DIFFERENT ROLES YOU PLAY IN YOUR FAMILY. WRITE THE NAME OF ONE ROLE PER SPOKE. (LET PARENTS COMPARE THEIR WHEELS AS THEY DO THE ACTIVITY.)

2. Ask the following questions: Allow time for responses.

   a. HOW ARE YOUR ROLES IN THE FAMILY INFLUENCED BY THE FACT THAT YOU ARE A MALE OR A FEMALE?

   b. WHAT DIFFERENT BEHAVIORS ARE EXPECTED OF OR ALLOWED FOR WOMEN AND MEN IN YOUR IMMEDIATE FAMILY?

   c. IS IT DIFFICULT TO DO EVERYTHING IN ALL YOUR DIFFERENT ROLES EACH DAY TO PLEASE EVERYONE? EXPLAIN.

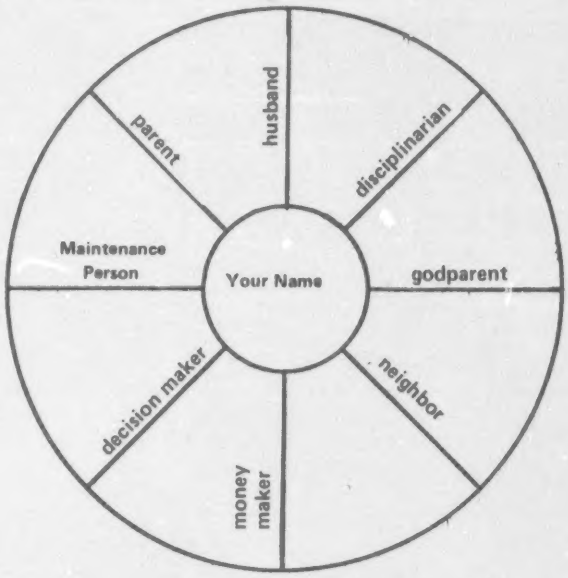
   d. LOOK AT ROLES IN YOUR FAMILY. WHAT KINDS OF ROLES DOES YOUR GRANDMOTHER PLAY? UNCLES? COUSINS?

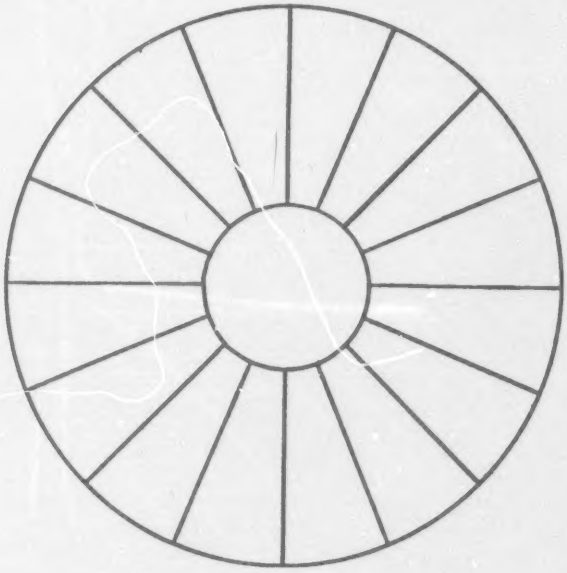
   e. DO ROLES CHANGE IN A FAMILY WHEN IT LOSES ONE OF THE FAMILY MEMBERS?

   f. WILL THE ROLES YOU PLAY NOW BE BASICALLY THE SAME AS THOSE IN YOUR FUTURE? IF SO, WILL YOU PATTERN YOUR ROLE AFTER YOUR PARENT(S)?

IDENTIFYING FAMILY ROLES

AFTER OBSERVING THE FOLLOWING DIAGRAM' COMPLETE A CIRCLE WHEEL DESIGN OF YOUR ROLES IN YOUR FAMILY. AFTER COMPLETION, SHARE YOUR ROLES WITH THE GROUP.





Activity adapted from the "Family Unit," The Role of Women in American Society. Education Development Center, Inc., Newton, Massachusettes, pp. 40-41.

SCRAPBOOK
WHEN I GROW UP, WHAT WILL I BE?
AN OPTIONAL HOMEWORK ASSIGNMENT

PURPOSE

To provide parents an opportunity to discuss with their children some careers their children are currently considering.

TIME REQUIRED

5 minutes

GROUP SIZE

Large, informal

MATERIALS

Used magazines
Cover sheet of scrapbook stapled to six blank pieces of paper

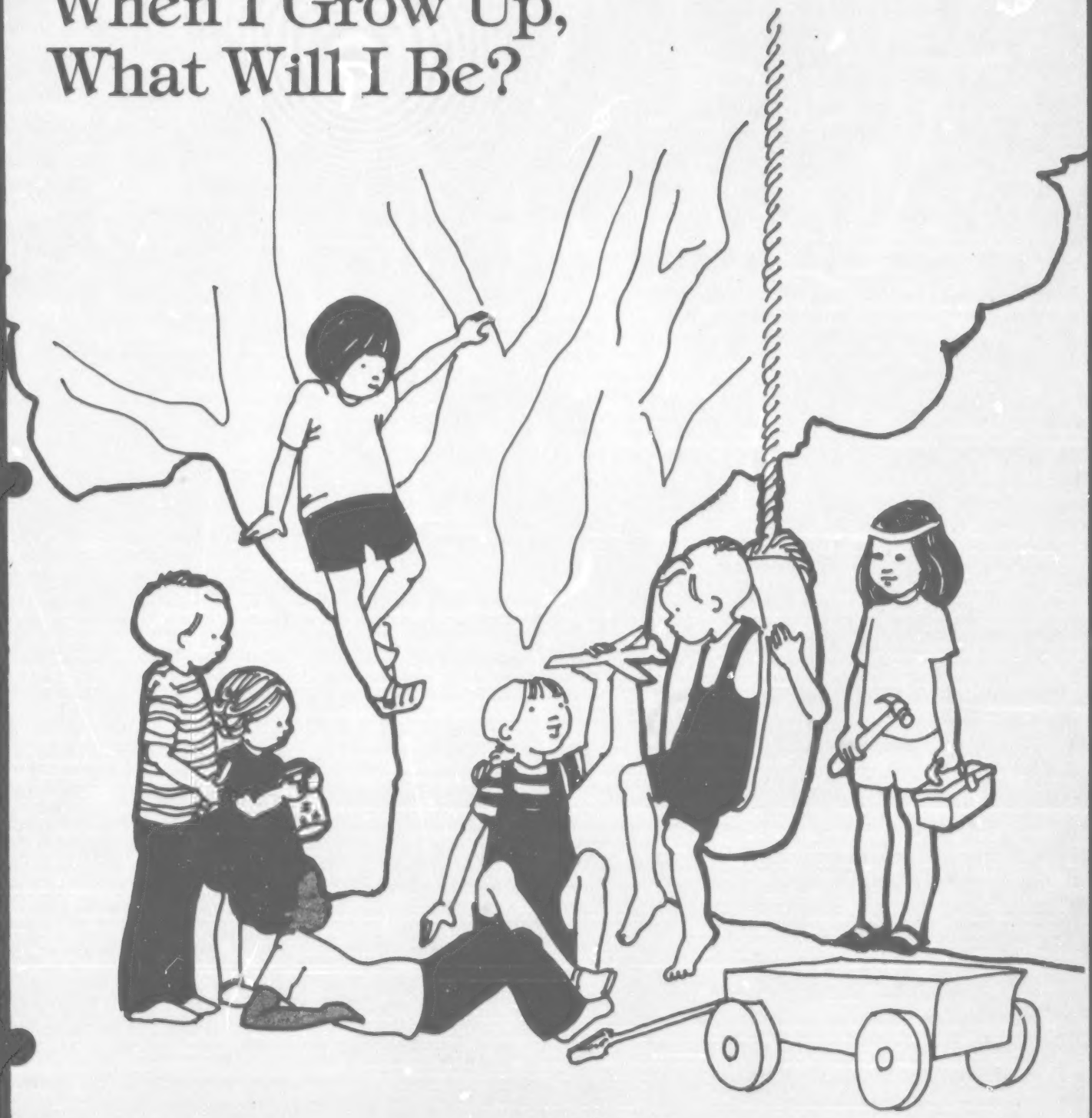
PROCEDURE

1. Say: THE NEXT SESSION WE WILL AGAIN FOCUS ON YOUR CHILDREN. OFTEN, YOU MAY NOT HAVE A CHANCE TO TALK ABOUT CAREERS WITH YOUR CHILD, OR TO KNOW WHAT CAREERS YOUR CHILD IS ALREADY INTERESTED IN. GIVE YOUR CHILD SOME MAGAZINES AND THIS BLANK SCRAPBOOK. ASK HIM/HER TO CUT OUT AND PASTE IN THE SCRAPBOOK PICTURES OF PEOPLE DOING A JOB IN WHICH HE/SHE IS INTERESTED. AFTER THE CHILD HAS SELECTED THE PICTURES, TALK TO HIM/HER. TRY TO FIGURE OUT WHAT JOB THEY THINK THE PICTURE SHOWS. A FIGURE IN A WHITE COAT MIGHT BE A PHARMACIST, A DOCTOR, A LAB TECHNICIAN, AN ARTIST. USE THE SCRAPBOOK AS A WAY OF FINDING OUT IF YOUR CHILDREN ARE LIMITING THEMSELVES. DO SEX STEREOTYPES SHOW UP IN THEIR CHOICE OF JOBS? IF SO, REVIEW "HELPING CHILDREN MAKE CAREER PLANS: TIPS FOR PARENTS" FROM SESSION I.

2. Show parents a completed scrapbook.

3. Ask them to bring a scrapbook to the next session.

When I Grow Up, What Will I Be?



PARENT WORKSHOP EVALUATION FORM

As a result of my participation in this workshop:	Increased	Decreased	Remained Unchanged
1. My awareness of the effect of sex bias in my life has:	____	____	____
2. My knowledge of my current preparation for the job market:	____	____	____
3. My ability to identify sex roles I play in my family has:	____	____	____

4. Below is a list of activities of this workshop. Please circle the number that most closely reflects your feelings about each activity.

A C T I V I T Y	Useful	Somewhat Useful	Not Very Useful	Not At All Useful
Self-Exploration Questionnaire	1	2	3	4
Sally Garcia and Family - Movie	1	2	3	4
Thinking About Paid Work In My Life	1	2	3	4
Identifying Family Roles	1	2	3	4

5. What activity did you like best? Why?

6. List below any activities which were not beneficial to you and/or which you think could be eliminated from this session.

7. When you get home tonight, what are you going to tell your family about what you learned?

8. Other Comments:

Sesión IV
Comunicado para
participantes

AGENDA
PARTICIPACION DE PADRES
CONCENTRACION EL EN PADRE DE FAMILIA

Metas:

1. Preparar a los padres para que puedan identificar ocasiones en su vida en las que ellos/ellas hayan experimentado estereotipos sexuales.

2. Preparar a los padres para que puedan determinar su propio interés y su preparación para el mercado obrero.

3. Preparar a los padres para identificar los papeles que ellos/ellas desempeñan en su familia y los cambios que puedan afectar estos papeles.

HORA	ACTIVIDAD	PROPOSITO
6:30	REFRESCOS	Llegar a conocerse. Llevar a los niños a la sala de recreos.
7:00	INTRODUCCIONES	Presentar los entrenadores a los participantes.
7:10	COMPARTIENDO LA AGENDA	Llegar a un entendimiento mutuo del propósito de la sesión.
7:15	CUESTIONARIO DE EXPLORACION PROPIA	Dar a los padres la oportunidad de evaluar ocasiones en su pasado en las cuales han experimentado estereotipos sexuales.
7:35	CONTEMPLANDO EL TRABAJO PAGADO EN MI VIDA	Dar a los padres la oportunidad para determinar sus valores en relación a la participación en la fuerza obrera.
8:00	I N T E R M E D I O	
8:10	AUDIO VISUAL - SALLY GARCIA Y FAMILIA	Mostrar los ajustes de una familia a la nueva participación de la madre en el mercado obrero.
8:35	IDENTIFICANDO LOS PAPELES EN LA FAMILIA	Permitir a los padres analizar y discutir los papeles que ellos/ellas desempeñan en su familia.
8:55	EVALUACION - SESION IV	Ascesorando lo efectivo del entrenamiento

PARA LA PROXIMA JUNTA ...

1. Traiga una fotografía con todos los miembros de su familia.
2. Pida a uno/una de sus hijos/hijas que dibuje un retrato de su familia y traígalo.
3. Ponga a su hijo/hija a hacer un album de carreras posibles utilizando retratos en revistas entitulado: ?Cuándo Crezca, Qué Seré?

CUESTIONARIO DE EXPLORACION PROPIA

PROPOSITO

Proporcionar a los participantes la oportunidad para acesorar ocasiones en su pasado cuando han experimentado estereotipos sexuales.

MATERIALES

Lápices
Copies del cuestionario de Exploración Propia

TAMAÑO DEL GRUPO

De 10 a 40

TIEMPO REQUERIDO

20 minutos (El tiempo varía de acuerdo con el número de preguntas hechas por los padres que necesitan clarificación.)

ARREGLOS DEL CUARTO

Arreglo informal (sillas en semi círculo si es posible para permitir que el entrenador tenga contacto visual y pueda ver si los participantes aparecen confusos).

PROCEDIMIENTO

Explique: HASTA AHORA EL PROGRAMA HA ENFOCADO EN EL PAPEL QUE DESEMPEÑAN COMO PADRES DE FAMILIA. LAS ACTIVIDADES DE ESTA SESION CONCENTRARAN EN SUS NECESIDADES. ESTA ACTIVIDAD ES PARA PERMITIRLES QUE CONCENTREN EN LAS MANERAS EN QUE USTEDES FUERON CRIADOS Y EN LAS METAS ACTUALES QUE TENGAN.

1. Permita que los participantes llenen el cuestionario. (Aproximadamente 10 minutos)

2. Pregunte: ?COMO VEN USTEDES EVIDENCIA DE PREJUICIOS SEXUALES QUE AFECTARON SU PASADO? EXPLIQUEN.

3. Pregunte: ?PUEDEN BREVEMENTE DESCRIBIR UNA META ACTUAL? ?QUE LES INFLUYO A CAMBIAR SUS METAS EN EL PASADO?

4. Pregunte: ?CUAL ITEM EN EL CUESTIONARIO ES DE MAYOR SIGNIFICANCIA PARA USTED ACTUALMENTE? ?POR QUE?

5. Diga: VAMOS A UTILIZAR LA SIGUIENTE ACTIVIDAD PARA EXAMINAR EL TRABAJO PAGADO EN SU VIDA COMO UNA ALTERNATIVE PARA USTED ACTUALMENTE.

Sesión IV
Comunicado para
los participantes

CUESTIONARIO DE EXPLORACION PROPIA

Esta actividad está diseñada para ayudarle a pensar acerca de las expectaciones de otros que usted haya experimentado. No hay respuestas "correctas" o "incorrectas". Puede contestar cuantas preguntas guste.

1. ?Es usted hombre _____ o mujer _____?

2. ?Cuáles eran las expectaciones de sus padres de lo que usted iba a ser cuando creciera?

   De su madre_____
   De su padre_____

3. ?Cuáles cosas esperaban sus padres que usted no hiciera cuando creciera?

   Su madre_____
   Su padre_____

4. Favor de calificar como se considera a sí mismo del 1 al 5 en los siguientes ítemes:

	Casi Nunca				La Mayoría Del Tiempo
Tengo la tendencia de estar con otra gente.	1	2	3	4	5
Tengo la tendencia de seguir en lugar de guiar.	1	2	3	4	5
Tiendo a depender en los demás.	1	2	3	4	5
Tiendo a competir.	1	2	3	4	5
Tiendo a ser agresivo/agresiva.	1	2	3	4	5
Tiendo a dominar a los demás.	1	2	3	4	5
Me importan los demás.	1	2	3	4	5

5. Brevemente describa un incidente cuando usted ha experimentado estereotipos o descriminación a causa de su sexo. _____

6. ?Qué tipo de alumno académico era usted?_____

7. ?En que clase de líos se metía usted cuando estaba en la escuela primaria?

8. ?Cuál es su meta ocupacional actualmente? _____

9. Si su meta ha cambiado através de los años, explique brevemente por que cambiaron sus planes. _____

Fuente: Stockard, Jean, et al., La igualdad sexual en la educación, Prensa Académica, El Centro para los reglamentos y el manejo educativo, Eugene, Oregon, c. 1980.

PENSANDO ACERCA DEL TRABAJO PAGADO EN MI VIDA

PROPOSITO

Dar a los participantes la oportunidad para determinar sus valores relativos a la participación en la fuerza obrera por pago.

TAMAÑO DEL GRUPO

De 10 a 40

TIEMPO REQUERIDO

25 minutos

MATERIALES

Copias de Pensando Acerca Del Trabajo Pagado En Mi Vida
Lápices

ARREGLO DEL CUARTO

Mesas o escritorios para que los participantes puedan escribir

PROCEDIMIENTO

1. Explique que todo el trabajo es valioso. El trabajo que hacemos en casa generalmente no es trabajo pagado. Las fuerzas económicas que se discutieron en la sesión anterior nos influyen a nosotros tanto como a nuestros hijos. Esta es una oportunidad para reflexionar acerca de nuestros propios valores hacia el trabajo pagado.

2. Enfatize que cada individuo tiene necesidades y valores distintos y que no existen respuestas "correctas" o "incorrectas."

3. Permita a los participantes el tiempo necesario para revisar sus respuestas.

4. Después de terminar pregunte:

   ?REFLEJAN SUS RESPUESTAS ESTEREOTIPOS SEXUALES?

   ?CREE USTED QUE SUS RESPUESTAS HUBIERAN SIDO IGUAL SI FUERA MIEMBRO DEL SEXO OPUESTO?

   ?DEBERIAN SERLO?

   ?CUALES SON ALGUNAS FUENTES DISPONIBLES A USTED COMO GUIAS PARA CARRERAS?

PENSANDO ACERCA DEL TRABAJO PAGADO EN MI VIDA

?Cuánto ha pensado acerca del trabajo que usted haría por dinero? Las siguientes preguntas pueden ayudarle a hacerlo. Lea cada pregunta y marque la respuesta que mejor la parece a usted.

EL TRABAJO PAGADO EN MI VIDA: ?DONDE ESTOY AHORA?

Creo que los factores que serán más importantes para mí al escoger una ocupación serán:

_____ mis propios intereses
_____ un buen sueldo
_____ independencia
_____ aventura
_____ otros
ocupación

_____ seguridad
_____ prestigio
_____ una oportunidad para ayudar a otras personas o contribuir a la sociedad

Creo que he considerado: _____ unas pocas posibles ocupaciones
_____ una gran variedad de ocupaciones

Creo que tengo: _____poca idea del trabajo que me gustaría hacer por sueldo
_____buena idea del trabajo que me gustaría hacer por sueldo

Creo que cuando trabaje por sueldo será un empleo (o actualmente es) que:
_____ es tradicional para mi sexo
_____ no es tradicional para mi sexo

Me gustaría trabajar con (o actualmente trabajo con):
_____ miembros de mi propio sexo
_____ miembros del sexo opuesto
_____ ambos mujeres y hombres

Si me tuviera que mantener ahora:
_____ tendría dificultad para encontrar un empleo que me guste
_____ podría hacer varios trabajos que me gustarían

Si tuviera que elegir una carrera mañana, elegería ser _____
y necesitaría recibir el siguiente entrenamiento _____

AUDIO VISUAL - SALLY GARCIA Y FAMILIA

PROPOSITO

Ayudar a los padres a evaluar el impacto potencial a su familia en entrar de nuevo a la fuerza obrera.

MATERIALES

Película "Sally Garcia Y Familia"
proyector para película de 16 mm
foco extra
carrete para la película
pantalla
extensión eléctrica

TAMAÑO DEL GRUPO

Un grupo grande con arreglo para mirar la pantalla confortablemente.

ARREGLO DEL CUARTO

Sillas fáciles de mover, arregladas para poder ver la pantalla; cuarto que pueda fácilmente obscurecerse.

TIEMPO REQUERIDO

45 minutos (10 minutos para la discusión)

PROCEDIMIENTO

1. Presente la película explicando que es un documento enseñando a una mujer regresando al mercado obrero y los cambios y ajustes experimentados por la familia Garcia.

2. Pídale a los padres que estén preparados para discutir lo siguiente después de que se exhiba la película:

   A. ?QUE SEMEJANZAS VE ENTRE SU FAMILIA Y LA FAMILIA GARCIA?

   B. ?CUAL FUE LA ACTITUD DEL SR. GARCIA HACIA QUE SU MUJER TRABAJARA?

   C. EN UNA OCASION SALLY GARCIA DICE "NUNCA ES TARDE PARA APRENDER." ?QUE PIENSA USTED DE ESTO?

   D. ?CUANDO LAS MUJERES TRABAJAN ES NECESARIO QUE ALGO OCURRA? ?QUE HAN LOGRADO LOS GARCIA? ?QUE HAN PERDIDO?

Resumen de la Película

Esta pelicula es un documentario de un fenómeno que aumenta en nuestros tiempos: la mujer regresando al empleo al entrar a la edad media, apesar de su satisfacción con su hogar y su familia. Mientras que los Garcia son una familia unida, están experimentando muchos de los cambios y las tensiones que han afectado y a menudo interrumpido a otras familias.

Ordene esta película de: Technical Assistance Center of the Southwest
Stephen F. Austin State University
Box 13010A
SFA Station
Nacogdoches, Texas 75962

Nota: Se paga solamente la cuota postal de regreso y el seguro.

Sesión IV
Instrucciones para el entrenador

IDENTIFICANDO LOS PAPELES DE LA FAMILIA

PROPOSITO

Permitir que los participantes analicen y discutan los papeles que hacen en la familia.

TIEMPO REQUERIDO

25 minutos

TAMAÑO DEL GRUPO

De 10 a 40 personas

ARREGLO DEL CUARTO

Arreglo informal, mesas para usarse al escribir.

MATERIALES

Copias de: Identificando Los Papeles De la Familia; lápices

PROCEDIMIENTO

1. Presente la actividad diciendo:

   LOS PAPELES QUE HACEMOS CON LA FAMILIA DEFINITIVAMENTE AFECTAN LOS PATRONES DE NUESTRA VIDA. VAMOS A IDENTIFICAR ALGUNOS DE LOS PAPELES QUE HACEMOS DENTRO DE LA ESTRUCTURA DE NUESTRA FAMILIA. VEA LA HOJA DE ACTIVIDADES. SIGA EL EJEMPLO, PONGA SU NOMBRE AL CENTRO. DEJE QUE CADA RAYO REPRESENTE LOS PAPELES DISTINTOS QUE HACE CON SU FAMILIA. ESCRIBA EL NOMBRE DE UN PAPEL EN CADA RAYO. (Permita que los participantes comparen sus ruedas mientras se hace esta actividad.)

2. Haga las siguientes preguntas. Permita tiempo para las respuestas.

   A. ?COMO SE AFECTAN LOS PAPELES QUE HACE POR EL HECHO DE QUE USTED ES HOMBRE O MUJER?

   B. ?CUALES SON LOS DISTINTOS COMPORTAMIENTOS QUE SE ESPERAN O SE PERMITEN PARA LAS MUJERES Y LOS HOMBRES DENTRO DE SU FAMILIA INMEDIATA?

   C. ES DIFICIL HACER TODO EN TODOS SUS PAPELES DISTINTOS PARA AGRADAR A TODOS CADA DIA. EXPLIQUE.

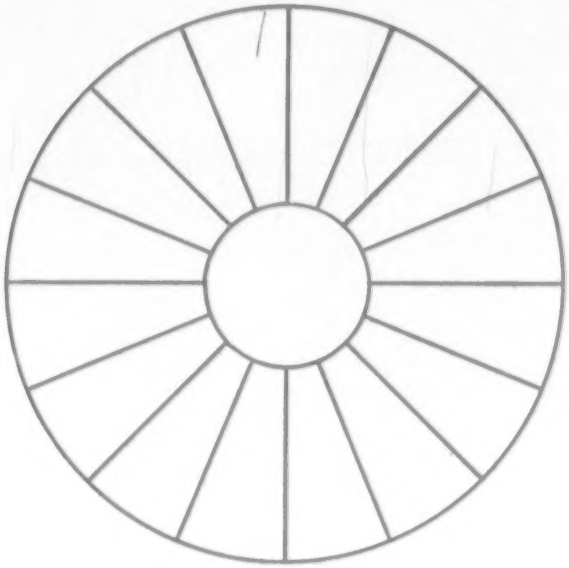
   D. VEA LOS PAPELES EN SU FAMILIA. ?QUE CLASE DE PAPELES HACE SU ABUELA? ?TIOS? ?PRIMOS?

   E. ?CAMBIAN LOS PAPELES EN LA FAMILIA CUANDO SE PIERDE A UNO DE SUS MIEMBROS?

   F. ?SERAN LOS PAPELES QUE HACE AHORA BASICAMENTE LOS MISMOS QUE HARA EN EL FUTURO? SI ASI ES, USARA EL PAPEL DE SUS PADRES COMO PATRON?

IDENTIFICANDO LOS PAPELES DE LA FAMILIA

DESPUES DE OBSERVAR EL SIGUIENTE DIBUJO, COMPLETE UN DISEÑO EN FORMA DE CIRCULO RUEDA DE LOS PAPELES QUE SE DESEMPEÑAN EN SU FAMILIA. DESPUES DE COMPLETAR, COMPARTA SUS PAPELES CON EL GRUPO.



Activity adapted from the "Family Unit," The Role of Women in American Society Education Development Center, Inc., Newton, Massachusettes, pp. 4041.

ALBUM
?CUANDO CREZCA QUE SERE?
UNA TAREA OPCIONAL

PROPOSITO

Proporcionar a los padres con una oportunidad para discutir con sus hijos/hijas las carreras que actualmente están considerando.

TIEMPO REQUERIDO

5 minutos

TAMANO DEL GRUPO

Grupo grande, informal

MATERIALES

Revistas usadas
Sobre hoja del album agrapada a seis hojas de papel en blanco

PROCEDIMIENTO

1. Diga: LA SIGUIENTE SESION ENFOCARA DE NUEVO EN SUS HIJOS/HIJAS. MUCHAS VECES, TAL VEZ NO TENGA LA OPORTUNIDAD DE PLATICAR ACERCA DE CARRERAS CON SU HIJO/HIJA O DE SABER EN CUALES CARRERAS SU HIJO/HIJA TIENE INTERES. DELE A SU HIJO/HIJA ALGUNAS REVISTAS Y ESTE ALBUM EN BLANCO. PIDALE A EL/ELLA QUE CORTE Y PEGUE EN EL ALBUM LOS RETRATOS DE LAS PERSONAS DESEMPENANDO UN EMPLEO EN EL QUE EL/ELLA SE INTERESA. DESPUES DE QUE SE HAYAN SELECCIONADO LOS RETRATOS, HABLE CON EL/ELLA ACERCA DE ELLOS. TRATE DE INDAGAR CUAL ES EL EMPLEO QUE EL/ELLA PIENSA QUE EL RETRATO DEMUESTRA. UNA FIGURA EN UNIFORME BLANCO PUEDE SER UN FARMACEUTICO, UN MEDICO, UN TECNICO DE LABORATORIO, UN ARTISTA. UTILIZE EL ALBUM COMO UNA MANERA DE DARSE CUENTE SI SUS HIJOS/HIJAS ESTAN LIMITANDOSE A SI MISMOS. ?SURGEN LOS ESTEREOTIPOS SEXUALES EN SUS ELECCIONES DE EMPLEOS? SI ASI ES, REPASE "AYUDANDO A LOS NIÑOS A HACER PLANES ACERCA DE SU CARRERA: ADVERTENCIAS PARA LOS PADRES" DE LA PRIMERA SESION.

2. Muestre a los padres un album terminado.

3. Pidales que traigan un album a la siguiente sesión.

Cuando Crezca ¿Qué Seré?

Sesión I V
Comunicado para los
participantes

FORMA DE EVALUACION PARA EL TALLER DE PADRES

Como resultado de mi participación en este taller:	Aumentó	Disminuyó	Permaneció Igual
1. La conciencia sobre los efectos de la discriminación sexual en mi vida:	____	____	____
2. El conocimiento de mi preparación actual para el mercado obrero:	____	____	____
3. La habilidad para identificar los papeles sexuales que yo desempeño en mi familia:	____	____	____

4. Lo siguiente es una lista de las actividades principales de este taller. Por favor encierre con un círculo el número que más correctamente refleja su reacción a cada actividad.

ACTIVIDAD	UTIL	ALGO UTIL	NO MUY UTIL	SIN UTILIDAD EN ABSOLUTO
Cuestionario de Exploración Propia	1	2	3	4
Sally García y Su Familia	1	2	3	4
Pensando Acerca del Trabajo Pagado en Mi Vida	1	2	3	4
Identificando los Papeles Desempeñados en la Familia	1	2	3	4

5. ?Cuál actividad le gustó más? ?Por qué?

6. Haga una lista de las actividades que no le trajeron ningún beneficio y/o que usted piensa podrían eliminarse de esta sesión.

7. Cuando llegue a casa esta noche, ?qué va a contarle a su familia acerca de lo que ha aprendido?

8. Otros comentarios:

AGENDA
PARENTAL INVOLVEMENT
FOCUS ON THE CHILD

Goals:

1. To identify parents' expectations of their children.

2. To sensitize parents to the influence of others on their childrens' view of their future roles.

3. To allow parents to identify and compare their attitudes and those of their spouse as regards sex equity.

TIME	ACTIVITY	PURPOSE
6:30	REFRESHMENTS	Getting acquainted. Taking children to playroom.
7:00	INTRODUCTIONS	Introducing trainers to participants.
7:10	AGENDA SHARING	Reaching a common understanding of the purposes of the session.
7:15	DESCRIPTION OF MY CHILDREN	Crystallizing parents' awareness of their expectations of children.
7:40	AUDIO VISUAL - 16 MM FILM THE TIME HAS COME	Sensitizing parents to the subtle influence of sexism in everyday occurrences and ways to overcome it.
8:00	B R E A K	
8:10	NEIGHBORS AND FRIENDS	Identifying for parents the expectations of other significant people in their child's life who may be influencing their child's future goals.
8:25	HOW MY SPOUSE SEES IT	Identifying ways for parents to utilize "at home" information gained in the sessions.
9:00	EVALUATION: SESSION V	Assessing effectiveness of this training.

FOR THE NEXT SESSION

1. Think of one goal for yourself, developed as a result of this training.

2. Share information from this training with your spouse.

3. With your child, complete the activities in Try It, You'll Like It -- a handout you will be given.

TRAINING AGENDA
PARENTAL INVOLVEMENT p. 1

TIME	ACTIVITY	MATERIALS
30 min.	Refreshments	Coffee pot sugar cookies Cremora paper cups napkins name tags for kids safety pins stapler box of toys markers
	Child Care Services: Local media center might provide a few cartoons, 16mm projector for child care room.	Babysitters (2 male and 2 female) Name tags - parents Training Agenda for Session V Trainer Instruction Sheets for all activities in Session V Sign-In sheets for: parents baby sitters trainers push pins markers
5 min.	Introductions- (See page 42 this handbook.) .Introduce self and co-trainer. .Ask parents to introduce self and tell how many previous sessions they have attended. .Review ground rules. NOTES:	
5 min.	Agenda Sharing (See page 45 this handbook) .Give overview of session including definitions of Sex Stereotypes, Sex Role, Sex Equity. NOTES:	Definitions on transparency (p. 87) Copies of Agenda Session V and Spanish version of Agenda Session V
25 min.	Description of My Children .Have parents form small groups. .Introduce activity. .Allow time for parents to discuss their children. .Facilitate questions. .Summarize activity. NOTES:	Either wallet-size pictures of children or homework from previous session entitled: When I Grow Up, What Will I Be? scrapbook
20 min.	Audio/Visual - "The Time Has Come" .Introduce film. .Restate purpose: To sensitize us to subtle influence of sexism in everyday occurrences and ways to overcome it. .Use questions at bottom of Trainer Instruction Sheet to direct discussion afterwards.	Film: The Time Has Come 16mm projector extra bulb screen extension cord tape up reel If possible show parents a copy of William's Doll, a book mentioned in the film.
10 min.	B R E A K	

TRAINING AGENDA
PARENTAL INVOLVEMENT p. 2

TIME	ACTIVITY	MATERIALS
15 min.	Neighbors and Friends .Introduce activity. .Pass out copies of activity. .Allow time for participants to fill out activity. .Discuss items at bottom of participant handout by filling out large wall chart.	Copies of: Neighbors & Friends Copies of: Vecinos Y Amigos pencils large wall chart marker
25 min.	How My Spouse Sees It (Single Parent at Bottom) · Introduce activity. · Hand out copies of activity. · Allow participants time to complete forms. · Arrange parents in mixed sex groups of fours. · Allow time for discussion in groups. · Co-facilitator lists summary of each group's reporter's comments on chart. · Summarize activity. · Suggest handouts to be used in talking with spouse. (eg. Ties That Bind focuses on the male stereotype.) NOTES:	Copies of: How My Spouse Sees It Copies of: Desde El Punto De Vista De Mi Esposo/Esposa markers chart Copies of pamphlet Ties That Bind available from, PEER 1029 Vermont Ave.NW Washington, D.C. 20005
10. min.	Announce .Time and place of next session. .For the next meeting, items at the bottom of participant agenda. .Handout: Try It, You'll Like It NOTES:	Copies of Try It You'll Like It available from Resource Center On Sex Equity, 400 N. Capital St. NW, Suite 379, Washington, D.C. 20001
5 min.	Participant Evaluation - Session V .Hand out evaluation forms. .Be sure to collect evaluation forms.	Copies of Evaluation Forms for Session V Forma De Evaluacion Session V pencils
	Trainer Evaluation .Before next meeting, complete Trainer's Workshop Evaluation form. .Use form to provide feedback to supervisor. .Specify areas for program improvement.	2 copies of Trainer's Workshop Evaluation Form

AGENDA
PARENTAL INVOLVEMENT
FOCUS ON THE CHILD

Goals:

1. To identify parents' expectations of their children.

2. To sensitize parents to the influence of others on their childrens' view of their future roles.

3. To allow parents to identify and compare their attitudes and those of their spouse as regards sex equity.

TIME	ACTIVITY	PURPOSE
6:30	REFRESHMENTS	Getting acquainted. Taking children to playroom.
7:00	INTRODUCTIONS	Introducing trainers to participants.
7:10	AGENDA SHARING	Reaching a common understanding of the purposes of the session.
7:15	DESCRIPTION OF MY CHILDREN	Crystallizing parents' awareness of their expectations of children.
7:40	AUDIO VISUAL - 16 MM FILM THE TIME HAS COME	Sensitizing parents to the subtle influence of sexism in everyday occurrences and ways to overcome it.
8:00	B R E A K	
8:10	NEIGHBORS AND FRIENDS	Identifying for parents the expectations of other significant people in their child's life who may be influencing their child's future goals.
8:25	HOW MY SPOUSE SEES IT	Identifying ways for parents to utilize "at home" information gained in the sessions.
9:00	EVALUATION: SESSION V	Assessing effectiveness of this training.

FOR THE NEXT SESSION

1. Think of one goal for yourself, developed as a result of this training.

2. Share information from this training with your spouse.

3. With your child, complete the activities in Try It, You'll Like It -- a handout you will be given.

DESCRIPTION OF MY CHILDREN

PURPOSE

To crystallize participant's expectations of the children in their families.

MATERIALS

Either wallet pictures of family or scrapbook-When I Grow Up- if parent attended previous session.

GROUP SIZE

Small groups of 4-6, mixed sexes

TIME REQUIRED

25 minutes

ROOM ARRANGEMENT

Small groups of chairs

PROCEDURES

1. Explain that this activity is designed to focus on the abilities of your children.

2. Ask parents if they have a wallet-size picture of their children or a family snapshot with them, or if parents did homework from previous session they will use the child-developed scrapbook, When I Grow Up.

3. Say: I WOULD LIKE YOU TO INTRODUCE YOUR CHILDREN USING THE WALLET PHOTO. SHOW YOUR CHILDREN OFF. PLEASE, ALSO EXPLAIN THREE POTENTIAL APTITUDES, SKILLS, OR ATTITUDES OF YOUR CHILD WHICH YOU FEEL BENEFIT YOUR CHILD IN SELECTING A CAREER. FOR EXAMPLE: A VERY CURIOUS CHILD MIGHT END UP HAVING A CAREER AS A SCIENTIST, A PRIVATE DETECTIVE, OR A RESEARCHER. IF YOU BROUGHT THE SCRAPBOOK, PLEASE DESCRIBE BRIEFLY YOUR CHILD AND THEN SHOW YOUR GROUP THE CAREERS THE CHILD PICKED TO INCLUDE IN THE SCRAPBOOK.

4. Allow time for each participant to discuss their children.

5. Ask: WHAT CAREERS DID WE HEAR DESCRIBED AS APPROPRIATE FOR BOYS IN THE SMALL GROUPS?

6. Ask: WHAT CAREERS DID WE HEAR DESCRIBED AS EXPECTED OF GIRLS IN THE SMALL GROUPS?

7. Ask: HOW DO THESE EXPECTATIONS INFLUENCE CHILDREN?

8. Summarize by saying:

   BY REALIZING OUR EXPECTATIONS AND TESTING THEM OUT AGAINST REALITY, WE CAN SEE ADJUSTMENTS IN BEHAVIOR AND EXPECTATIONS THAT CAN BE MADE BY OURSELVES AND OUR CHILDREN.

AUDIO VISUAL: THE TIME HAS COME

PURPOSE

To sensitize parents to the subtle influence of sexism in everyday occurrences and ways to overcome it.

SUMMARY

The Time Has Come -- Designed for parents of pre-school children; this film demonstrates the advantages of a nonsexist approach to child rearing, successfully using humor in real-life situations. Filmed in New York, Boston, San Diego and Chicago, it shows a variety of lifestyles and explores the ways in which language, dress, television and other everyday influences can inhibit or expand a child's growth.

GROUP SIZE

Large group. Be sure that all parties can see the screen well.

TIME REQUIRED

35 minutes (15 minutes for discussion)

MATERIALS

16 mm projector
Take-up reel
Copy of film itself
Screen
Extension cord
Extra bulb

PROCEDURE

1. Introduce film by saying:

   MANY OF US ARE NOT AWARE OF THE EARLY AND SUBTLE INFLUENCE OF SEXISM ON OUR CHILDREN. THIS FILM SHOWS A VARIETY OF ALTERNATIVE WAYS TO EXPAND THE OPTIONS FOR OUR CHILDREN IN THEIR EARLY YEARS.

2. After the film, ask:

   a. WHAT NEW IDEAS DID THE FILM GIVE YOU FOR WAYS TO HELP YOUR CHILDREN?

   b. DO YOU THINK CHANGING CHILDREN'S TOYS AND STORYBOOKS CAN HAVE A SIGNIFICANT IMPACT ON SEX ROLE STEREOTYPING?

   c. WHY SHOULD ALL CHILDREN BE TRAINED TO PERFORM COMMON HOUSEHOLD TASKS?

   d. WHAT OTHER REACTIONS DO YOU HAVE TO THE FILM?

Order this film well in advance from:

Technical Assistance Center of the Southwest
Stephen F. Austin State University
Box 13010A
Nacogdoches, Texas 75962

Note: You are responsible for return postage and insurance.

NEIGHBORS AND FRIENDS

PURPOSE

To identify for parents the expectations of other significant people in their child's life who may be influencing their child's future goals.

GROUP SIZE

Small group of 4-6, mixed sexes

TIME REQUIRED

15 minutes

MATERIALS

Sufficient copies of Neighbors and Friends handout
Copies of Vecinos y Amigos
pencils and marker
large wall chart

ROOM ARRANGEMENT

Tables on which participants can write.

PROCEDURE

1. Prepare wall chart ahead of time.

2. Pass out copies of activity.

3. Introduce activity by stating:

   CHILDREN EXPERIENCE THE INFLUENCE OF MANY OTHER IMPORTANT PEOPLE AS THEY GROW UP. THIS ACTIVITY WILL HELP YOU REALIZE SOME OF THE MESSAGES ABOUT THEIR FUTURES YOUR CHILDREN ARE EXPERIENCING FROM OTHERS. YOU DO NOT HAVE TO FILL IN EACH ITEM. DO THOSE WITH WHICH YOU FEEL COMFORTABLE. USE SHORT PHRASES THAT WILL HELP YOU SUMMARIZE THE INFLUENCE OF THESE PEOPLE.

4. Allow time for parents to fill in handout.

5. Facilitate large group sharing. Have co-facilitator summarize questions to think about on bottom of handouts by listing these on a large chart visible to all.

Sample Wall Chart to be filled in with participant's responses.

INFLUENCER	INFLUENCED BY SEX STEREOTYPING IN THEIR PAST	INCREASES CAREER OPTIONS FOR MY CHILD
Name	Yes/No	How?

NEIGHBORS AND FRIENDS

This activity will help you collect and evaluate the way the expectations of important people in your child's life may be influencing your child's vision of his/her future. On the chart below fill in a few descriptive words that answer the question.

WHAT DO THESE PEOPLE SAY ABOUT MY CHILD AND HIS/HER FUTURE?

Family Friend	1.
	2.
Scout Leader	1.
	2.
Neighbor	1.
	2.
Teacher	1.
	2.
Grandparent	1.
	2.
School Counselor	1.
	2.
Aunt/Uncle	1.
	2.
Coach	1.
	2.

Put a star next to the person you feel has the most accurate view of your child.

To think about:

A. Are these people influenced by sex stereotyping in their past?

B. How does the influence of these people increase the career options in your child's future?

C. How can you make these people aware of your feelings about your child's possible roles in the future?

HOW MY SPOUSE SEES IT

PURPOSE

To identify ways in which parents can utilize the information learned in the sessions at home.

GROUP SIZE

Small groups of 3 to 5 people, both men and women

MATERIALS

Copies of: How My Spouse Sees It
Copies of: Desde El Punto De Vista De Mi Esposo/Esposa
pencils
markers
wall chart

TIME REQUIRED

25 minutes

ROOM ARRANGEMENT

Groups arranged around a table

PROCEDURE

1. Pass out copies of the activity sheet.

2. Present the activity, explaining:

   PARENTAL INFLUENCE IS VERY POWERFUL. THIS ACTIVITY WAS DESIGNED TO HELP YOU THINK ABOUT THE DIFFERENCES AND SIMILARITIES BETWEEN YOUR ATTITUDE AND THAT OF YOUR SPOUSE, AND HOW THEY EFFECT THE IDEAS PRESENTED IN THIS ACTIVITY. PLEASE ANSWER "YES" OR "NO" TO EACH QUESTION. MARK WITH A STAR THE QUESTIONS WHICH YOU WOULD LIKE TO DISCUSS LATER IN SMALL GROUPS.

3. Allow enough time for the participants to fill in all the blanks.

4. Ask the participants to gather into small groups of four persons, both men and women. Select a person from each group to act as reporter.

5. Tell each group reporter to summarize the group discussion and identify at least one suggestion by the group for discussion.

6. Allow the small groups time for discussion.

7. On a wall chart, let the co-facilitator write a list of comments from each group reporter.

8. Summarize the activity, saying:

   A. IT IS DIFFICULT FOR EACH OF US TO FACE CHANGE.

   B. TALKING ABOUT OUR DIFFERENT POINTS OF VIEW CAN BRING ABOUT POSITIVE CHANGE.

   C. VARIOUS ACTIVITIES IN THESE SESSIONS CAN HELP TO INITIATE CONVERSATION ABOUT THE TOPICS, SUCH AS:
      (1) HELPING YOUR CHILDREN MAKE CAREER PLANS - SESSION I
      (2) FAMILIES IN TRANSITION
      (3) TIES THAT BIND

HOW MY SPOUSE SEES IT

This activity is designed to help you identify similarities and differences in attitude between yourself and your spouse about changing roles. Your attitudes and behavior have a great impact on your children. Differences of opinion are common and discussion with your spouse and children can lead to constructive alternatives for all.

Please answer "yes" or "no" to each item. Circle items you would like to discuss in a small group. If you are a single parent, do the same thing to the items in the second section.

1. _____ Our household is run differently than the house in which I grew up.
2. _____ My spouse and I talk about the future of our children.
3. _____ My spouse knows I want my children to be prepared to play a variety of roles in the future.
4. _____ By changing my own behavior and expectations, I can influence the behavior of my spouse.
5. _____ My children are aware that my spouse and I would approve of their entering a nontraditional field.
6. _____ I have shared the information from this program with my spouse.
7. _____ I can help my spouse understand sex equity by sharing some of the ideas gained in this training.
8. _____ There are many things I can do to make my child value sex equity.
9. _____ My spouse is supportive of the achievements of all our children.
10. _____ My spouse has higher expectations than I do for all our children.
11. _____ Other members of our extended family can help our children expand their opportunities.

FOR A SINGLE PARENT - HOW I SEE SEX EQUITY

1. _____ My household is run differently than the house in which I grew up.
2. _____ I talk about the future with my child/children.
3. _____ I want my child/children to be prepared to play a variety of roles in the future.
4. _____ My child/children are aware that I approve of their entering a nontraditional field.
5. _____ There are many things I can do to make my child value sex equity.
6. _____ Other members of my family can help expand my child's opportunities.
7. _____ My child sees me performing a variety of household and work roles.
8. _____ The information from this training has helped me as a single parent.

PARENTAL INVOLVEMENT WORKSHOP - EVALUATION FORM

As a result of my participation in this workshop:	Increased	Decreased	Remained Unchanged
1. My ability to recognize the impact of expectations on my children has:	____	____	____
2. My ability to recognize the influence of others on my child's career choices has:	____	____	____
3. My ability to identify and compare my attitudes and those of my spouse as regards sex equity has:	____	____	____
(ANSWER ONLY IF YOU ARE SINGLE) 4. My ability as a single parent to assist my child/children make vocational choices has:	____	____	____

5. Below is a list of the major activities of this workshop. Please circle the number that most closely reflects your feelings about each activity.

ACTIVITY	Useful	Somewhat Useful	Not Very Useful	Not At All Useful
Description Of My Children	1	2	3	4
Film: The Time Has Come	1	2	3	4
Neighbors and Friends	1	2	3	4
How My Spouse Sees It	1	2	3	4

6. What activity did you like best? Explain why.

7. How would you use information from the film at home?

8. What have you told your spouse about these workshops?

9. What are some other community groups who would benefit from these sessions?

10. Would you serve as a contact person for this program to those groups?

11. If yes, give name _____
Telephone number _____(home) _____(work)

Sesión V
Comunicado para
los participantes

AGENDA
PARTICIPACION DE PADRES
CONCENTRACION EN EL NINO/LA NINA

Metas:

1. Identificar las expectaciones de los padres hacia sus hijos/hijas.
2. Sensibilizar a los padres hacia la influencia que tienen otras personas en la manera que sus hijos/hijas ven sus papeles futuros.
3. Permitir a los padres identificar y comparar sus actitudes y las de su esposo/esposa en cuanto a la igualdad sexual.

HORA	ACTIVIDAD	PROPOSITO
6:3[illegible]	REFRESCOS	Llegar a conocerse. Llevar a los niños a la sala de recreos.
7:00	INTRODUCCIONES	Presentando los entrenadores a los participantes.
7:10	COMPARTIENDO LA AGENDA	Llegar a un entendimiento muto del propósito de la sesión.
7:15	DESCRIPCION DE MIS HIJOS/HIJAS	Usar retratos del album de mi familia. ?Cuándo Crezca, Qué Seré? para cristalizar la conciencia de los padres hacia las expectaciones de sus hijos/hijas.
7:40	AUDIO VISUAL PELICULA DE 16 MM EL TIEMPO HA LLEGADO	Sensibilizar a los padres hacia las influencias útiles del sexismo en las ocurrencias diarias y maneras de superarlas.
8:00	I N T E R M E D I O	
8:10	VECINOS Y AMIGOS	Identificar para los padres las expectaciones de las personas significantes en la vida de sus niños/niñas quienes pueden estar influyendo las metas futuras de ellos.
8:15	COMO LO VE MI ESPOSO/ESPOSA	Identificar maneras en que los padres pueden utilizar en casa la información aprovechada en estas sesiones.
9:00	EVALUACION - SESION V	Valorando lo efectivo del entrenamiento.

PARA LA PROXIMA JUNTA

1. Contemple una meta para usted mismo/misma, desarrollada a causa de este entrenamiento.
2. Comparta esta informacion con su esposo/esposa.
3. Con su hijo/hija, complete las actividades en Pruébelo, Le Gustará. -- recibirán un comunicado

Sesión V
Instrucciones para
el entrenador

DESCRIPCION DE MIS HIJOS/HIJAS

PROPOSITO

Aclarar las expectaciones de los participantes hacia los hijos/hijas en su familia.

TAMAÑO DEL GRUPO

Grupos pequeños de 4 a 6, sexos mixtos

MATERIALES

Retratos pequeños de la familia o el album "Cuando Yo Crezca" si el participante asistió a la sesión previa.

TIEMPO REQUERIDO

25 minutos

ARREGLO DEL CUARTO

Arreglo pequeño de sillas

PROCEDIMIENTO

1. Explique que esta actividad está diseñada para enfocar en las habilidades de sus hijos/hijas.

2. Pregunte a los padres que si traen con ellos retratos pequeños de sus hijos/hijas o un retrato de la familia, o si los padres hicieron la tarea de la sesión previa usarán el album desarrollado por sus hijos/hijas, "Cuando Yo Crezca."

3. Diga: QUIERO QUE NOS PRESENTE A SUS HIJOS/HIJAS USANDO LOS RETRATOS -- MUESTRENOS A SUS HIJOS/HIJAS. EXPLIQUE POR FAVOR TAMBIEN TRES APTITUDES POTENCIALES, DESTREZAS, ACTITUDES DE SU HIJO/HIJA QUE CREE SERAN PARA BENEFICIO DE ELLOS/ELLAS AL ELIGIR UNA CARRERA. POR EJEMPLO: UN NIÑO/NIÑA QUE INVESTIGA -- PUEDE ACABAR CON UNA CARRERA COMO SCIENTIFICO, COMO DETECTIVE, O COMO INVESTIGADOR SCIENTIFICO. SI TRAJO EL ALBUM, FAVOR DE BREVEMENTE DESCRIBIR A SU HIJO/HIJA Y MUESTRE A LOS DEMAS LAS CARRERAS QUE EL/ELLA ELIGIO PARA INCLUIR EN EL ALBUM.

4. Permita el tiempo para que cada participante platique de sus hijos/hijas.

5. Pregunte: ?CUALES CARRERAS ESCUCHAMOS QUE SE DESCRIBIERON EN EL GRUPO PEQUENO COMO APROPIADAS PARA MUCHACHOS?

6. Pregunte: ?CUALES CARRERAS ESCUCHAMOS QUE SE DESCRIBIERON EN EL GRUPO PEQUENO COMO APROPIADAS PARA MUCHACHAS?

7. Pregunte: ?COMO INFLUYEN A LOS NINOS/NINAS ESTAS EXPECTACIONES?

8. Haga un resumen diciendo:

   POR MEDIO DE DARNOS CUENTA DE NUESTRAS EXPECTACIONES Y PROBANDOLAS CONTRA LA REALIDAD, PODEMOS VER LOS AJUSTES EN EL COMPORTAMIENTO Y EN LAS EXPECTACIONES QUE SE PUEDEN HACER TANTO POR NOSOTROS COMO POR NUESTROS HIJOS/HIJAS.

Sesión V
Informacion para
el entrenador

VECINOS Y AMIGOS

PROPOSITO

Identificar para los padres las expectaciones de otras personas significantes en la vida de sus hijos/hijas que estén influyendo las metas futuras de sus hijos/hijas.

TAMAÑO DEL GRUPO

Grupo pequeño de 4 a 6; sexos mixtos

TIEMPO REQUERIDO

15 minutos

ARREGLO DEL CUARTO

Mesas para que los participantes puedan escribir.

MATERIALES

Las copias necesarias del comunicado VECINOS Y AMIGOS
lapices y plumon
cartulina grande para una esquema

PROCEDIMIENTO

1. Prepare la esquema con anticipación.

2. Reparta las copias de la actividad.

3. Presente la actividad diciendo lo siguiente:

   LOS NIÑOS/NIÑAS EXPERIMENTAN LA INFLUENCIA DE MUCHAS OTRAS PERSONAS IMPORTANTES CUANDO ESTAN CRECIENDO. ESTA ACTIVIDAD LE HARA COMPRENDER ALGUNOS DE LOS MENSAJES ACERCA DEL FUTURO QUE SUS HIJOS/HIJAS ESTAN EXPERIMENTANDO DE OTRAS PERSONAS. NO TIENE QUE LLENAR CADA ITEM. LLENE SOLAMENTE CON LOS QUE SIENTE CONFORMIDAD. UTILIZE FRASES CORTAS QUE LE AYUDEN A FORMAR UN RESUMEN DE LA INFLUENCIA DE ESTAS PERSONAS.

4. Permita el tiempo necesario para que los padres llenen el cuestionario.

   Dirija el compartimiento del grupo completo.

   Haga que el auxiliar del facilitador haga un resumen de las preguntas para contemplar al pie del cuestionario por medio de hacer una lista de ellas en una esquema que esté a la vista de todos.

INFLUIDOR	INFLUENCIADO POR ESTEREOTIPOS SEXUALES EN SU PASADO	AUMENTA LAS OPCIONES DE CARRERA PARA MI HIJO/HIJA
Nombre	Si/No	?Cómo?

Sesion V
Comunicado para
los participantes

VECINOS Y AMIGOS

Esta actividad le ayudará a coleccionar y evaluar la manera en que las expectaciones de las personas importantes en la vida de su hijo/hija pueden estar influenciando en punto de vista del futuro. En la esquema siguiente escriba unas cuantas palabras descriptivas que contesten la pregunta:

QUE DICEN ESTAS PERSONAS DE MI HIJO/HIJA Y DE SU FUTURO?

amigo/amiga de familia	1.
	2.
El líder de los Scouts	1.
	2.
El vecino/vecina	1.
	2.
El maestro/maestra	1.
	2.
El abuelo/abuela	1.
	2.
El consejero/consejera de la escuela	1.
	2.
El tío/tía	1.
	2.
El entrenador de deportes	1.
	2.

Ponga una estrella enseguida de la persona que usted siente tiene la visión más exacta de su hijo/hija.

Para contemplar:

A. ?Están estas personas sujetas a estereotipos sexuales en su propio pasado?
B. ?Cómo aumentan la influencia de estas personas las opciones para carreras futuras de su hijo/hija?
C. ?Cómo puede usted hacer a estas personas concientes de sus sentimientos acerca de los papeles futuros de su hijo/hija?

DESDE EL PUNTO DE VISTA DE MI ESPOSO/ESPOSA

PROPOSITO

Identificar maneras en que los padres pueden utilizar en casa la información aprendida en las sesiones.

MATERIALES

Copias de, DESDE EL PUNTO DE VISTA DE MI ESPOSO/ESPOSA
lápices
plumones
cartulina grande

TAMAÑO DEL GRUPO

Grupos pequeños de 3 a 5; sexos mixtos

TIEMPO REQUERIDO

25 minutos

ARREGLO DEL CUARTO

Grupos pequeños alrededor de la mesa

PROCEDIMIENTO

1. Reparta copias de la actividad.

2. Presente la actividad explicando lo siguiente:

   LA INFLUENCIA DE LOS PADRES ES MUY PODEROSA. ESTA ACTIVIDAD FUE DISEÑADA PARA AYUDARLE A PENSAR DE LAS DIFERENCIAS Y LAS SEMEJANZAS EN ACTITUD ENTRE USTED Y SU ESPOSO/ESPOSA Y COMO ESTAS AFECTAN LAS IDEAS PRESENTADAS EN ESTE TALLER. FAVOR DE RESPONDER "SI" O "NO" A CADA PREGUNTA. MARQUE LAS PREGUNTAS QUE QUIERE DISCUTIR DESPUES EN EL GRUPO PEQUEÑO CON UNA ESTRELLA.

3. Permita el tiempo necesario para que los participantes llenen todos los blancos.

4. Pida a los participantes que formen grupos mixtos de cuatro personas. Identifique a una persona de cada grupo como reportero.

5. Dígale a cada reportero que haga un resumen de la discusión en el grupo e identifique por lo menos una sugerencia hecha por el grupo para discutir.

6. Permita la discusión en los grupos pequeños.

7. Haga que el auxiliar al facilitador haga una lista de los comentarios de los reporteros en una cartulina grande.

8. Haga un resumen de la actividad diciendo:

   A. ENFRENTANDOSE AL CAMBIO ES DIFICIL PARA TODOS NOSOTROS.
   B. EL HABLAR DE LAS DIFERENCIAS PUEDE RESULTAR EN CAMBIOS POSITIVOS.
   C. VARIAS ACTIVIDADES DE ESTAS SESIONES PUEDEN AYUDAR A INICIAR LA CONVERSACION DE TOPICOS, TALES COMO:

      (1) AYUDAR A LOS NIÑOS/NIÑAS A HACER PLANES DE CARRERA - SESION I
      (2) FAMILIAS EN TRANSICION
      (3) LAZOS QUE ATAN

DESDE EL PUNTO DE VISTA DE MI ESPOSO/ESPOSA

Esta actividad está diseñada para ayudarle a identificar semejanzas y diferencias en actitud entre usted y su esposo/esposa acerca del cambio de papeles. Sus actitudes y comportamiento tienen un impacto grande en sus niños/niñas. Las diferencias en los puntos de vista son comunes y las discusiones con su esposo/esposa y con sus niños/niñas pueden resultar en alternativas constructivas para todos.

Favor de contestar "sí" o "no" a cada ítem. Marque con un círculo los ítems que le gustaría discutir en un grupo pequeño. Si es un padre/madre soltero(a), haga lo mismo con los ítems que se encuentran en la segunda sección.

1. _____ Nuestro hogar se administra distinto al hogar en que me crie.
2. _____ Mi esposo/esposa y yo hablamos acerca del futuro de nuestros hijos(as).
3. _____ Mi esposo/esposa sabe que yo quiero que mis hijos/hijas esten preparados a desempeñar una variedad de papeles en el futuro.
4. _____ Por medio de cambiar mi propio comportamiento y mis expectaciones, puedo influir el comportamiento de mi esposo/esposa.
5. _____ Mis hijos/hijas saben que mi esposo/esposa y yo estamos de acuerdo en que se embarquen en una área no tradicional.
6. _____ He compartido la información de este programa con mi esposo/esposa.
7. _____ Puedo ayudar a mi esposo/esposa a comprender la igualdad sexual por medio del compartimiento de las ideas logradas durante este entrenamiento.
8. _____ Hay muchas cosas que yo puedo hacer para hacer que mi hijo/hija aprecie la igualdad sexual.
9. _____ Mi esposo/esposa apolla las realizaciones de todos nuestros hijos/hijas.
10. _____ Mi esposo/esposa tiene expectaciones mayores a las mías para todos nuestros hijos/hijas.
11. _____ Otros miembros de nuestra familia pueden ayudar a nuestros hijos/hijas a ampliar sus oportunidades.

PARA UN PADRE/UNA MADRE SOLTERO(A) - LA IGUALDAD SEXUAL DESDE MI PUNTO DE VISTA

1. _____ Mi hogar se administra diferente al hogar en que me crie.
2. _____ Hablo del futuro con mi(s) hijo(s)/hija(s).
3. _____ Quiero que mi(s) hijo(s)/hija(s) estén preparados para desempeñar una variedad de papeles en el futuro.
4. _____ Mi hijo(s)/hija(s) saben que estoy de acuerdo en que entren en una área no tradicional.
5. _____ Hay muchas cosas que yo puedo hacer para que mi hijo/hija aprecie la igualdad sexual.
6. _____ Otros miembros de mi familia pueden ayudar a mis hijos/hijas a ampliar sus oportunidades.
7. _____ Mi hijo/hija me ve desempeñando una variedad de papeles caseros y de empleo.
8. _____ La información de este entrenamiento me ha ayudado como un padre/madre soltero(a).

Sesión V
Comunicado para
los participantes

TALLER DE PARTICIPACION DE PADRES - FORMA DE EVALUACION

Como resultado de mi participación en este taller:	Aumentó	Disminuyó	Permaneció Igual
1. Mi habilidad para reconocer el impacto de las expectativas en mis hijos/hijas:	____	____	____
2. Mi habilidad para reconocer la influencia de los demás en las elecciones de carrera de mi hijo/hija:	____	____	____
3. Mi habilidad para identificar y comparar mis actitudes y las de mi esposo/esposa hacia la igualdad sexual:	____	____	____
4. (CONTESTE SOLAMENTE SI ES UN PADRE/UNA MADRE SOLTERO/A) Mi habilidad como padre/madre soltero(a) para ayudar a mis hijos/hijas para hacer elecciones vocacionales:	____	____	____

5. Lo siguiente es una lista de las actividades principales de este taller. Favor de encerrar con un círculo el número que mejor refleja sus reacciones acerca de cada actividad.

Actividad	Util	Algo Util	No Muy Util	Sin Ninguna Utilidad
La descripción de mis hijos	1	2	3	4
La película: El Tiempo Ha Llegado	1	2	3	4
Vecinos y Amigos	1	2	3	4
Desde el punto de vista de mi esposo/esposa	1	2	3	4

6. ?Cuál actividad le gusto más? Explique por qué.

7. ?Cómo podría utilizar la información de la película en casa?

8. ?Qué le ha contado a su esposo/esposa acerca de estos talleres?

9. ?Cuáles son otros grupos de la comunidad que sacarían provecho de estas sesiones?

10. ?Estaría dispuesto a servir como un contacto entre este programa y aquellos grupos?

11. Si su respuesta fue positiva:_____
Nombre

Teléfono de su casa_____ Teléfono de su trabajo_____

AGENDA
PARENTAL INVOLVEMENT
PROGRAM EVALUATION

Goals:

1. To focus parents' attention on ways to help their children in the future.
2. To evaluate the impact of the six training sessions.
3. To assess parents' needs resulting from training.

TIME	ACTIVITY	PURPOSE
7:00PM	INTRODUCTION	Restating the program's purpose.
7:10PM	AGENDA SHARING	Reaching a common understanding of the purpose of this particular session.
7:15PM	SUMMING UP DISCUSSION	Giving parents the opportunity to discuss the impact of this training on themselves and their children.
7:40PM	INVENTORY OF ATTITUDES	Determining parents' current attitudes.
8:00PM	B R E A K	
8:20PM	FINAL EVALUATION	Gathering written evaluation from parents.
8:30PM	CLOSURE	Thanking parents, giving out certificates, and finalizing administrative details.

SESSION EVALUATION

1. Co-trainer takes notes during Summing Up Discussion.
2. Final Evaluation Forms from parents.
3. Trainers write a two-page, comprehensive evaluation report to District Director of Vocational Education.
4. Project director writes summary evaluative report to District Director of Vocational Education and funding source.

TRAINING AGENDA
PARENTAL INVOLVEMENT p. 1

TIME	ACTIVITY	MATERIALS
30 min.	Refreshments	coffee pot cream sugar cups instant coffee spoons napkins cookies markers
	Child Care	name tags - children safety pins box of toys useful to many age groups teenage babysitters 2 male, 2 female push pins
10 min.	Agenda Sharing .Hand out agenda. .Explain that much of the time this final session will be spent in evaluation.	Training Agenda Session IV Copies of: Agenda Session VI Copies of: Spanish Agenda Session VI
5 min.	Introduction .Welcome and thank parents who have attended all sessions. .Read copy of recruitment letter where parents got their first impression of the program. .Stress that the purpose of the program was to inform the parents about: 1. The world of work 2. Vocational training available in the local school district 3. Future careers and educational opportunities for their children 4. Advising and supporting their children in their education	
10 min.	Summing Up Discussion - Small Group 1. Have parents count off from 1-8. 2. Group parents with others having same number. (8 small groups) 3. Have each small group identify and record on index card information they got from the training concerning: a. the world of work b. vocational training c. future opportunities d. advising their children 4. Allow time for discussion and notetaking. 5. Have co-facilitator collect notecards.	2 sets index cards (4 cards each set) Give each small group one index card headed: a. the world of work b. voc. training c. future opportunities d. advising children
15 min.	Discussion - Large Group .Have parents return to large group. Say: SOME TIME AGO YOU DECIDED TO PARTICIPATE IN THIS WORKSHOP. THAT WAS YOUR IMMEDIATE OBJECTIVE. PERHAPS YOUR LONG-RANGE GOAL WAS TO HELP YOUR CHILDREN IN CAREER SELECTION. MUCH OF THIS	Co-facilitator takes notes during large group discussion. Pencil Paper

TIME	ACTIVITY	MATERIALS
	WORKSHOP HAS FOCUSED ON THE EFFECT OF SEX BIAS IN CAREER SELECTION. SUPPOSE SOMEONE ASKED YOU TO DESCRIBE YOURSELF AND YOUR ATTITUDES BEFORE AND AFTER THE TRAINING. HOW ARE YOU DIFFERENT? HOW DID YOUR FAMILY AND FRIENDS RESPOND WHEN YOU SHARED INFORMATION FROM THIS TRAINING WITH THEM?	
	Take a few minutes to go around the group and share these comments.	Copies of: Summing Up Checklist
	NOW THAT YOU HAVE NEARLY COMPLETED THE WORKSHOP, HAS IT BEEN WORTH THE EFFORT? WHY? WHY NOT?	Copies of: Lista de Marcos en Resumen
	Summing Up Checklist .Pass out Summing Up Checklist. .Allow time for completion and collect checklist.	pencils
10 min.	Inventory of Attitudes .Pass out activity. .Allow time for completion of activity. .Collect parent written responses.	Copies of: Inventory of Attitudes
10 min.	BREAK	Copies of: Cuestionario Sobre Actitudes
	Final Evaluation .Hand out Final Evaluation Form. .Assist parents in filling out Final Evaluation.	Copies of: Final Evaluation
20 min.	Closure .Thank all present for their support of program (principal, counselor, parents, baby sitters, janitors). .Give out certificates. (Prepare in advance.) .Announce if training is going to be offered at any other location. .When parents have turned in the evaluation form, they are free to go.	Copies of: Examen Final Certificates English Certificates Spanish
	After Final Training Session .Tally Summing Up Checklist, Attitude Survey, and Final Evaluation. .Analyze written feedback from parents. Write two-page, comprehensive evaluation report to District Director of Vocational Education. .Write personal thank you notes to school principal, trainers, project director, baby sitters, school personnel who helped (librarian, counselors, etc.).	Package of thank you notes Stamps School address

AGENDA
PARENTAL INVOLVEMENT
PROGRAM EVALUATION

Goals:

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SUMMING UP CHECKLIST

1. I am
   A. Male ____
   B. Female ____

2. I came to the first session because of:
   A. The recruitment letter ____
   B. My child talked to me ____
   C. The school counselor's efforts ____
   D. Other (describe) _____

3. My spouse attended most sessions with me
   A. Yes ____
   B. No ____

4. The total program was (check only one):
   A. Well organized ____
   B. Somewhat organized ____
   C. Poorly organized ____

5. The program trainers (check only one):
   A. Made me feel uncomfortable ____
   B. Made me feel comfortable ____

   Check only one:
   A. Appeared knowledgeable about sex equity. ____
   B. Did not appear knowledgeable about sex equity. ____

6. If any session needed to be eliminated for budget reasons, it should be: (check only one)
   A. Session I-Orientation ____
   B. Session II-Child Rearing ____
   C. Session III-World of Work ____
   D. Session IV-Focus on Parent ____
   E. Session V-Focus on Child ____

7. Which session did you like best? (check only one)
   A. Session I ____
   B. Session II ____
   C. Session III ____
   D. Session IV ____
   E. Session V ____

8. I am seriously considering training at the local vocational high school as an alternative for my child.
   A. Yes ____
   B. No ____

9. The person whom I feel will benefit most (in the long run) from this experience is:
   A. Myself ____
   B. My spouse ____
   C. My son(s) ____
   D. My daughter(s) ____

10. Babysitting service was:
    A. Essential ____
    B. Non-essential ____

11. My spouse and I would be willing to help conduct training like this next year.
    A. Yes ____
    B. No ____

_____ Name

_____ Telephone

12. Other comments (use back if necessary):

This inventory is made up of a number of statements which describe attitudes and beliefs that different people have regarding the role of men and women in society. There are no "right" or "wrong" answers because each of us has the right to our own views.

Read each statement and put a check mark under the column which best describes how you feel about the statement.

Answer every statement, even if you are not completely sure of your answers.

The following information is requested for statistical purposes only. This is totally voluntary but would be appreciated.

Sex: Male____ Female____

Religion: Protestant____ Catholic____ Other____

Age 25 or under____ 25-30____ 30-35 ____ Over 40____

Yearly income: $ 5,000 or under____
$5,000 - $10,000____
$10,000-$15,000 ____
Over $20,000 ____

Education: Elementary ____
Some High School ____
High School Graduate ____
Some College ____
College Graduate ____

Marital Status: Single____ Married____ Widowed____ Divorced____

Number of children in family: 2 or less___ 3-4___ 5-6___ 7-8___ Over 8___

INVENTORY OF ATTITUDES p. 2

	AGREE	DISAGREE	NO opinion
1. Men and women should share both the responsibilities and privileges of life equally.			
2. Women should express their opinions honestly, even if this is in disagreement with a man.			
3. It is right to divide work into "man's work" and "woman's work."			
4. A college education is equally important for males and females.			
5. A women should work only if she can do so without interfering with her household duties.			
6. It is possible for women to combine home and a career and do both successfully.			
7. The best way for a woman to show her love for her family is to dedicate her time to being a housewife.			
8. Women demand equal advantages with males in the world of work, yet insist on special privileges at the same time.			
9. Women should follow any job they wish, even if this violates tradition.			
10. There is no difference between the sexes in intellectual ability.			
11. A woman's place is in the home.			
12. Women are not seriously attached to the labor force; that is, they work only for extra "pin money".			
13. When women work, they deprive men of job opportunities.			
14. Women should stick to "women's jobs" and should not compete for "men's jobs".			
15. Women don't want responsibility on the job; they would prefer not to have promotions or job changes which add to their load.			
16. Children of working mothers are more likely to become juvenile delinquents than children of non-working mothers.			
17. People don't like to work for women supervisors.			
18. Women earn as much money as men.			
19. Women who stay at home are worth less to society.			
20. Women get married, then quit work.			

This is to Certify That

_____

Has successfully completed a

12 hour parent workshop in

sex equity

day of 19

YSLETA INDEPENDENT SCHOOL DISTRICT
EL PASO TEXAS

YES
YSLETA EQUITY SEEKERS
A Project of the Ysleta I.S.D.

205

_____ _____

Principal **School**

PARENTAL INVOLVEMENT
FINAL EVALUATION p. 1

A. List six nontraditional jobs for:

BOYS	GIRLS
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____

B. List five common stereotyped child-rearing practices you have experienced as a child or as a parent.

1. _____
2. _____
3. _____
4. _____
5. _____

C. In a few brief sentences, describe the advantages and disadvantages of nontraditional jobs.

Advantages _____

_____

_____

_____

Disadvantages _____

_____

_____

_____

D. On the chart below, write the names of each of your children. At the side list three things you will do to help your child overcome sex stereotypes. An example is given.

CHILD'S NAME	AGE	HOW I PLAN TO HELP THIS CHILD
EXAMPLE:		
Julieta	15	1. Encourage her to take algebra. 2. Talk to her about my feelings about nontraditional jobs. 3. Teach her to change a car tire.
EXAMPLE:		
Hector	10	1. Teach him to cook. 2. Give him a book for Christmas which shows men in nurturing roles. 3. Talk to him about my feelings regarding nontraditional jobs.
		1. 2. 3.
		1. 2. 3.
		1. 2. 3.
		1. 2. 3.

AGENDA
PARTICIPACION DE LOS PADRES
EVALUACION DE PROGRAMA

Metas:

1. Concentrar la atención de los padres en maneras para ayudar a sus hijos/hijas en el futuro.

2. Evaluar el impacto de las seis sesiones de entrenamiento.

3. Valorar las necesidades de los padres que resultaron del entrenamiento.

Hora	Actividad	Propósito
7:00	INTRODUCCION	Reestablecer el propósito del programa.
7:10	COMPARTIENDO LA AGENDA	Llegar a un entendimiento mutuo de propósito de esta sesión.
7:15	RESUMEN DE LA DISCUSION	Dar a los padres la oportunidad para discutir el impacto de este entrenamiento para ellos y para sus hijos/hijas.
7:40	INVENTARIO DE ACTITUDES	Determinar las actitudes actuales de los padres.
8:00	I N T E R M E D I O	
8:20	EVALUACION FINAL	Recoger las evaluaciones por escrito de los padres.
8:30	CLAUSURA	Dar las gracias a los padres, presentar certificados y finalizar detalles administrativos.

Evaluación de la sesión:

1. El co-facilador toma notas durante el resumen de la discusión.
2. Formas de evaluación final de los padres.
3. Los entrenadores escriben el reporte comprensivo de evaluación de dos páginas al Director de educación vocacional del distrito.
4. El Director del proyecto escribe un reporte de evaluación al director de educación vocacional del distrito y a la fuente de recursos

Sesión VI
Comunicado para
los participantes

R E S U M E N

1. Yo soy
   A. Hombre ___
   B. Mujer ___

2. Vine a la primera sesión porque :
   A. La carta inicial ___
   B. Mi hijo/hija habló conmigo ___
   C. Los esfuerzos del consejero/la consejera ___
   D. Otra (describa)_____

3. Mi esposo/esposa asistió a la mayoría de las sesiones conmigo.
   A. Sí ___
   B. No ___

4. El programa total fue: (Marque solamente uno)
   A. Bien organizado ___
   B. Algo organizado ___
   C. Mal organizado ___

5. Los entrenadores del programa (Marque solamente uno)
   A. Me hicieron sentirme incómodo ___
   B. Me hicieron sentirme agusto ___

   (Marque solamente uno)
   A. Parecieron conocedores de la igualdad sexual ___
   B. Parecieron ignorantes de la igualdad sexual ___

6. Si cualquiera sesión se tuviera que eliminar a causa de falta de fondos debería ser: (Marque solamente una)
   A. Sesión I - Orientación ___
   B. Sesión II- Criando a los Hijos ___
   C. Sesión III-El Mundo Obrero ___
   D. Sesión IV -Enfoque en Los Padres ___
   E. Sesión V - Enfoque en El Niño ___

7. ¿Cuál sesión le gustó más? (Marque solamente una)
   A. Sessión I ___
   B. Sesión II ___
   C. Sesión III ___
   D. Sesión IV ___
   E. Sesión V ___

8. Estoy seriamente considerando el entrenamiento en la secundaria vocacional como una alternativa para mi hijo/hija.
   A. Sí ___
   B. No ___

9. La persona que yo siento saçará el mayor provecho (al pasar el tiempo) de esta experiencia es:
   A. Yo mismo ___
   B. Mi esposo/a ___
   C. Mi hijo(s) ___
   D. Mi hija(s) ___

10. El servicio de cuidar a los hijos fue
    A. Esencial ___
    B. No esencial ___

11. Mi esposo/esposa y yo nos interesamos en ayudar con otras sesiones en el futuro.
    A. Sí ___
    B. No ___
    (Nombre)_____ (Teléfono)_____

12. Otros comentarios (use el dorso de esta página si es necesario).

Sesión VI
Comunicado para
los participantes

CUESTIONARIO SOBRE ACTITUDES CON RESPETO A
HOMBRES Y MUJERES

Este cuestionario consiste de quince frases que describen las actitudes y creencias que tienen diferentes personas con respecto al papel de los hombres y las mujeres en la sociedad. No hay respuestas "correctas" ni "incorrects" porque cada persona tiene el derecho de tener su propio punto de vista.

Lea cada frase y marque (✓) su respuesta en la columna que mejor describe su reacción al leer la frase.

Favor de marcar cada frase; no importa que no esté completamente seguro de sus respuestas.

Se pide la información siguiente solamente para propósito de estadísticas. Esto es en plan completamente voluntario pero se agradecería.

Sexo: Hombre___ Mujer___ Religión: Protestante___Católica___Otra___

25 años de edad o menor___ 25-30___ 30-35___ 35-40___ 40 o más___

Ingresos anuales: $ 5,000 o menos___
$ 5,000-$10,000___
$10,000-$15,000___
Más de $20,000 ___

Educación: Escuela primaria ___

Escuela secundaria ___

Graduado de secundaria ___

Graduado de universidad ___

Asistí a la universidad y me gradue ___

Estado civil: Soltero(a) ___
Casado(a) ___
Viudo(a) ___
Divorciado(a) ___

Número de hijos en la familia: 2 o menos ___
3 - 4 ___
5 - 6 ___
7 - 8 ___
más de 8 ___

Sesión VI
Comunicado para participantes

CUESTIONARIO SOBRE ACTITUDES pág. 2

	De Acuerdo	Des-acuerdo	No Opino
1. El hombre y la mujer deben compartir igualmente las responsabilidades y los privilegios de la vida.			
2. La mujer debe expresar sus opiniones sinceramente, aunque estén en desacuerdo con un hombre.			
3. Es justo dividir el trabajo entre "el trabajo del hombre" y "el trabajo de la mujer".			
4. Es de igual importancia para el hombre y la mujer tener una educación universitaria.			
5. La mujer debe trabajar solo si lo puede hacer sin descuidar de las tareas del hogar.			
6. Es posible para la mujer combinar el hogar y una carrera y lograr éxito en ambos.			
7. La mejor manera de mostrar el amor por su familia es dedicándose a ser ama de casa.			
8. La mujer exige privilegios iguales al hombre en el campo obrero; sin embargo, insiste en tener privilegios especiales a la vez.			
9. La mujer debe seguir cualquier empleo que desee, aunque esto viole la tradición.			
10. No hay diferencias entre la capacidad intelectual de los dos sexos.			
11. El lugar de la mujer es el hogar..			
12. La mujer no está seriamente unida al campo obrero -- esto significa que trabaja sólo para tener "unos centavitos" extra.			
13. Cuando la mujer trabaja le quita al hombre oportunidades en el empleo.			
14. La mujer debe permanecer en empleos "para mujeres" y no debe competir para los empleos "de los hombres".			
15. La mujer no quiere responsabilidad en el empleo; prefiere no tener ascensos o cambios en su trabajo que aumentan las responsabilidades.			
16. Los hijos de las madres que trabajan están más propensos a convertirse en delincuentes juveniles que los hijos de las madres que no trabajan.			
17. A la gente no le gusta trabajar bajo supervisoras.			
18. La mujer gana tanto dinero como el hombre.			
19. La mujer que permanece en el hogar vale menos a la sociedad.			
20. La mujer se casa, y luego abandona el trabajo.			

Esto es para Certificar Que

_____

ha completado con exito
un taller para adultes de
12 horas en igualdad
de sexo...

dia de 19

212

_____ _____

Director Directora Escuela

229 230

Sesión VI
Comunicada para
participantes

PROGRAMA PARA PADRES
EVALUACION FINAL pág. 1

A. Nombre seis trabajos que no son tradicionales para:

MUCHACHOS	MUCHACHAS
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____

B. Nombre cinco estereotipos comunes que haya experimentado como hijo como padre.

1. _____
2. _____
3. _____
4. _____
5. _____

C. En unas cuantas oraciones cortas, describa las ventajas y desventajas de un empleo que no es tradicional.

Ventajas _____

_____

_____

Desventajas _____

_____

_____

D. El la esquema siguiente escriba el nombre de cada uno de sus hijos. Al lado, escriba tres cosas que usted hará para ayudar a su hijo/hija a vencer los estereotipos sexuales. Se presenta un ejemplo.

NOMBRE	EDAD	COMO AYUDARE
E J E M P L O:		
Julieta	15	1. Darle el apollo para tomar algebra. 2. Hablar con ella de mis sentimientos sobre las ocupaciones no tradicionales. 3. Enseñarle como cambiar una llanta de coche,
E J E M P L O:		
Hector	10	1. Enseñarle a cocinar. 2. Regalarle un libro para Navidad que muestra a las hombres en papeles criando a sus hijos. 3. Hablar con él de mis sentimientos hacia las ocupaciones no tradicionales.
		1. 2. 3.
		1. 2. 3.
		1. 2. 3.
		1. 2. 3.

Program Objective	Implementation	Suggested Improvement
By the end of the first year, 20 Mexican American parents will be able to sort factual information about women and work from commonly held myths about women and work. The mythical information would be identified as being invalid.	Myth and Reality activity implemented at first session. Twenty-three responses are on file. Parents had some difficulty with activity format, using true/false instead of matching statistical evidence that proves myth erroneous.	Facilitators give clearer directions at first session. Same items now appear on Inventory of Attitudes in Session VI. Cumulative impact of program should enable parents to identify this information as false. Use Myth and Reality and last ten items on Inventory of Attitudes as pre/post test.
By the end of the third parent training session, 20 parents will be able to list six nontraditional jobs; explain in writing the advantages and disadvantages of nontraditional jobs; check off several common stereotyped child rearing practices that they may have experienced; list three ways they intend to reinforce and support the nonstereotypic activities of their children.	Thirty-nine Mid-Point Evaluations completed at third session. Most parents entirely able to complete the activity. Strong evidence that parents especially able to apply nonsexist alternatives to their children.	Due to ease with which parents completed this form, use it as final evaluation for program.
By the end of the first year, there would be on file in written form ten copies of a parent-developed Family Goals form listing each family member's abilities, possible careers, necessary support (financial and emotional), a calendar of target dates for starting each support activity in the next year.	Twenty-two Family Goals forms are on file. Activity was very time-consuming and difficult. Parents about to complete form, but format was difficult.	Eliminate Family Goals form and replace with Summing Up Discussion, Summing Up Checklist, Inventory of Attitudes Towards Men and Women.

El Paso Herald Post May 12 1982

Trial program erases idea of male, female job roles

By Patricia Lochbaum
El Paso Herald-Post

Lydia Vega, 42, needed to find a job, but she had few skills and her husband was reluctant to let her work.

The couple found a new slant on their problem in Ysleta Equity Seekers, a trial program that tried to erase the idea of "male and female" job roles.

"I WAS FEELING very low because I hadn't worked for 15 years," Mrs. Vega said. "It helped me realize there are more job opportunities now for women than there used to be."

Mrs. Vega now plans to attend El Paso Community College next fall and become a projector operator. Vega supports the idea, she said.

"I was very skeptical at first, because I was sex-biased...," Vega wrote about YES. "My wife and I are very grateful to these workshops because we now have a better understanding of being free to choose a career in nontraditional jobs."

YES, THE FIRST program of its kind in the state, was piloted in Ysleta with $5,813 from the Texas Education Agency. More than 45 parents attended the six week program in February and March.

Coordinator Eva Ross, vice principal at Riverside High School, is gathering material to apply for an expanded program next year.

"I really feel we helped parents see that they or their children can seek and be successful at a great variety of jobs," Mrs. Ross said. "That could have far-reaching benefits."

A GIRL WHO WANTS to join the military or become a doctor might be discouraged by parents who believe those are male fields. The YES program tries to show, with bilingual slides and literature, that women can be happy in "nontraditional" careers.

Likewise, men can be happy teaching elementary students or being secretaries, the program shows.

Parents were paid $10 a session until $2,000 ran out. That incentive was not even mentioned by parents who continued to attend with no money and praised the program at its end, she said.

YES ALSO WAS scrupulously unbiased. The babysitters provided at the program always included one male and one female, Mrs Ross said.

YES spilled over into home life, Mrs. Vega said.

"Before, my husband wouldn't even serve me a cup of coffee ... Now he does," Mrs. Vega said.

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SOCIOLOGICAL PROFILE OF PARENTS ATTENDING FINAL SESSION

Sex: Male 6
Female 16

Religion: Protestant 0
Catholic 20
Other 2

Age 25 or under 1 25-35 0 30-35 16 Over 40 5

Yearly Income: $ 5,000 or under 5
5,000-$10,000 2
10,000-$15,000 8
Over $20,000 1

Education: Elementary 8
Some High School 3
High School Grad. 5
Some College 6
College Graduate 0

Marital Status: Single 2
Married 19
Widowed 0
Divorced 0

Number of Children in family: 2 or less 4
3 - 4 10
5 - 6 8
7 - 8 0
Over 8 1

*Variance in totals are due to participants not answering every item.

PROGRAM EVALUATION

By Parents

The YES program was successfully implemented at Valley View Middle School in the Ysleta Independent School District in the spring of 1982. Parents supported the program with exceptionally high attendance. Forty-four parents completed the mid-point evaluation at the third session. Attendance dropped to 30 the following week. Twenty-seven attended the fifth session and the final session was attended by 23 parents. Parents evaluated each session using the evaluation forms that accompany the sessions included in this handbook.

The mid-point evaluation was completed by 39 parents. By that session, parents could list nontraditional jobs, describe advantages and disadvantages of nontraditional jobs, and identify ways to apply nonsexist alternatives to their own family situations.

Several parents wrote letters of support for the program. They are included in this section. A major local newspaper did a follow-up story focusing on one couple who attended the sessions. It synthesized much of the impact of the program on one family.

Using the Summing Up Checklist in the last session, 20 parents were able to express several important ideas concerning the way the program had been implemented. This includes six male and 14 female respondents.

1. Eighty percent of parents attending the last session said they were seriously considering training at the local vocational high school as an alternative for their child.

2. The child care was essential to the success of the program.

3. One hundred percent of the parents at the last session felt the program trainers made them feel comfortable.

4. Nineteen of 20 parents felt the program was well organized.

5. Eighteen parents cited the recruitment letter as the reason they attended the first session. This was reinforced by the child talking to the parent about the program. Other parents were recruited when a neighbor invited them to the program.

6. Parents felt the sessions would benefit all members of their family.

7. Parents enjoyed all sessions, especially sessions II and V, which focused on child rearing practices.

8. Parents who attended the last session said the $10 stipend for each session either made no difference to their attendance or was just a nice extra.

9. Parents were reluctant to identify sessions that they felt could be eliminated by budgetary pressures. The most popular sessions were Session II, on child rearing practices, and Session IV, which focused on parents' needs. The information heavy Sessions, I and III, were less popular.

Parents at the final session were able to complete the Family Goals Form. However, it was very time-consuming and somewhat difficult. The project director decided that this form should be eliminated from the evaluation process and that the mid-point evaluation should replace it.

At the final session parents also completed an Inventory of Attitudes Toward Men and Women.

All respondents felt men and women should share the responsibilities and privileges of life equally.

All respondents felt women should express their opinions honestly even if in disagreement with a man.

All respondents felt a college education is equally important for males and females.

Eighteen felt there is no difference between the sexes in intellectual ability.

Eighteen disagreed with the statement that the best way for a woman to show her love for her family is to dedicate her time to being a housewife.

The majority felt women should follow any job they wish, even it if violates tradition.

The majority disagreed with the statement that a women should work only if she can do so without interfering with household duties.

Two-thirds felt women could combine career and home successfully.

The group was evenly divided about the idea that it is right to divide work into "man's work" and "woman's work."

By the Facilitators

After each session the facilitators were required to turn in the Trainer's Workshop Evaluation Form (p.---, this handbook). The facilitators were generally surprised at the enthusiasm and openness of parents in discussing "sex equity." The parents gained trust over time and shared many personal experiences both as workers and as parents. Both facilitators found it difficult to cover all the material contained in the sessions. Both facilitators felt that the

activities "were on target," and that "participants were motivated to think while at the same time enjoying what they were doing." Facilitators felt the need to be prepared for the "unexpected" or hostility between participants. The weekly pressure to prepare and implement the sessions was a necessary drain on the facilitators. In spite of the difficulties and anxieties to be expected in any experimental program, however, both facilitators enjoyed and benefited professionally from their contact with parents exploring the concept of sex equity.

By the Project Director

The project director was responsible for the design, implementation and evaluation of the YES program. The director's position gave the opportunity for the most comprehensive view of the interlocking features that contributed to the program's success. Two thing are crucial--the choice of a site where the principal is supportive of the program and the choice of knowledgeable, effective, bilingual counselors. It is essential that parents see the flow of authority and ideas and responsibility balanced between the male and female facilitator.

Each provides an important contact point for parents at various times during the program. Often facilitators are tempted to let the discussion bog down in one activity, but the program design will reinforce ideas and provide opportunities for parents to ask questions or expand on concepts if the session design is followed. The project director needs to be well organized so that the training before each session is coordinated, and the mechanics of recruitment, implementation and evaluation are systematic. Following the Implementation Steps and Training Agenda for each session should make this easy.

The entire staff must be flexible. Parents are willing to approach sex equity issues with an open mind, but as one father put it: "You don't want equality pushed down your throat." The more training the facilitators have in all aspects of sex equity, the more help they will be to parents in identifying the subtlety of sexism as it impacts on their families. The pamphlets and sources used in this handbook should provide facilitators with this kind of background. Following the guidelines in the Advice to the Program Implementors section would be beneficial in this regard. The greater the fluency of the facilitators in Spanish and English, the more effective they can be.

The program director was able, even in early sessions, to identify a core of interested parents. These were the parents who stayed with the program for its six-week duration. Parents contributed to the program by bringing refreshments. Especially surprising was the importance parents put on "homework." Many completed the Culture/Myself activity, or voluntarily attended the Vocational Open House, or developed the scrapbook in Session V with their children. Many couples attended the program and were able to discuss the impact of sex equity concepts on their children.

Some men who attended were uncomfortable with some of the ideas expressed. The presence of an accepting, knowledgeable male facilitator increased the participation of these fathers. Women in the group were also able to handle certain comments from men--insisting that the ground rules be observed by all. A more moderate group of fathers were able to explain and balance the viewpoints, perhaps due to actual contact with women on the job. It is important that the facilitators not let men dominate the sessions or any one activity.

A very important discussion during the last session focused on whether Mexican American cultural bias influences the increase of sex equity in the Mexican American community. Parents acknowledged "machismo" as a factor but pointed to similar attitudes in other cultural groups. The high birth rate for Mexican American females was also cited as making educational and occupational advancements difficult.

The YES program was successful especially when judged on the basis of parent response and attendance. The program held on to twice the anticipated amount of parents. Their response confirms an idea presented earlier in this handbook that the rapid and thorough urbanization of the Spanish speaking population has meant that evaluation of sex-role stereotypes is not an abstract issue to be debated, but a daily reality. The parents' written evaluation shows great receptiveness to the program because it met their needs and dealt sensitively with a variety of their current concerns. The program owes a great debt to other writers and developers who provided a framework and many basic activities and training aids which were then altered to meet the needs of this audience.

The Ysleta Independent School District, a large urban school district in El Paso, Teaxas was in an unique position to develop the program since over 70 percent of its population is Mexican American. The program is a reflection of the Ysleta District's growing and continuing commitment to the concept of equity as an underlying educational support of quality instruction. It took the efforts of central office administrators, vocational counselors, teachers, and support staff to implement and evaluate the program. This far exceeds the indirect cost of the project, but is compensated for by the benefits to Ysleta students.

The experimental nature of any pilot program leads to numerous difficulties. Staff are uncertain about exactly what their audience will be like. Time pressures force some important details to be neglected. Involvement in the program can limit objectivity. Nevertheless, this program makes an honest attempt to cut new ground and meet the needs of parents and students. Hopefully, it will be used by many other school districts with similar populations, to prepare students for future productive, equitable roles.

907 Warwick Rd.
El Paso, Texas 79907
March 2, 1982

Ms. Ross,

The YES Parental Involvement Program has been six of the most satisfying sessions I have ever experienced. The workshop for parents has been very helpful to me and my children. This workshop was very fulfilling to me as an individual. It has also been a very successful program. I hope this has been as helpful to others as it has been for me and my family. We were presented with factual information about males and females, their work and their career choices. I feel being a participant helped me identify different sex roles, and expectations; the conflicts and prejudice that often goes along with the various roles. The discussions we had in groups about nontraditional careers and the group's displays of career alternatives were effective in making career choices. Ms. Ross this program was very effectively organized, all areas were very effectively covered and researched. As a parent, my family and I feel privileged to have been part of this worthwhile program and it's successful effort. I hope to be part of similar programs in the very near future.

Sincerely,

Mrs. Lucy Rodriguez

Mrs. L. Rodriguez
Parent
Valley View Middle School

El Paso, Texas 79907
Marzo 2, 1982

A quién corresponda:

Primeramente quiero agradecer al programa YES. La oportunidad que nos dió para vivir esta experiencia tan significativa e instructiva mostrándonos todos los objetivos de este programa.

Este programa fué designado para ayudarnos a tener una idea clara de el valor al trabajo y a la carrera que uno puede escoger libremente.

Yo considero que este pequeño grupo nos ha ayudado a todos los participantes en los conflictos que se nos presentan por existir la distinción de sexo en carreras no tradicionales. Y este programa ha producido efectos positivos en cuanto a eligir una carrera; pues nos dimos cuenta que lo importante es seguir la inclinación para desempeñar el trabajo que más nos gusta a cada uno de nosotros.

Muy personalmente le doy las gracias a la Sra. Ross y companeros por haber llevado a cabo este interesante programa que me ha ayudado mucho y ha sido muy positivo para mi. Me siento muy animada a participar en algun programa tan instructivo come este en el futuro.

Muy sinceramente,

Margarita Talavera

Margarita Talavera
Padre

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To whom it may concern:

In the latter half of the 1981-82 school year, we were invited to attend the YES Parental Involvement Program. I was very skeptical at first, because I was sex biased. The fact is, that I was not aware of the sex biases because I never gave it any thought. The real surprise came when I realized the number of people who were in the same train of mind as I was. It didn't take long to open my eyes.

The program is very effective in informing the parents of middle school age students about letting them feel free in choosing any career, even if it is a nontraditional job. The small group activities helped us to actually feel the pressures caused by prejudice that often goes along with nontraditional careers, and how to overcome these prejudices. The films, slides, and literature handed to us was very useful and effective in showing us the differences in pay, environment, job opportunities, and how to deal with these differences.

The persons who brought this program to us were Ms. Eva Ross, Charlotte Endlich, and Mr. Ruben Mata. The three of them worked closely together to translate from English to Spanish, which made the program easier to understand and a success.

My wife and I are very grateful to these workshops because we now have a better understanding of being free to choose a career in nontraditional jobs. In the future we will talk to our friends and relatives of what we have accomplished, so they too will pass it on.

Sincerely,

Joel Vega

Joel Vega
Parent

Session I
Participant Handout

PARENTAL INVOLVEMENT WORKSHOP EVALUATION FORM

As a result of my participation in this workshop:

	Increased	Decreased	Remained Unchanged
1. My awareness of the effects of sex bias on students has:	29	7	4
2. My awareness of women in the work force has:	31	0	8
3. My knowledge of anti-discrimination laws, especially Title IX, has:	16	2	10

4. Below is a list of the major activities of this workshop. Please circle the number that most closely reflects your feelings about each activity.

ACTIVITY	Useful	Somewhat Useful	Not Very Useful	Not At All Useful
STARTLING STATEMENTS	36	3	1	0
SCRAMBLED MYTH AND REALITIES	30	9	1	0
AUDIO VISUAL	32	4	1	0

Session IV
Participant Handout

PARENT WORKSHOP EVALUATION FORM

As a result of my participation in this workshop:	Increased	Decreased	Remained Unchanged
1. My awareness of the effect of sex bias in my life	22	0	4
2. My knowledge of my current preparation for the job market	22	1	3
3. My ability to identify sex roles I play in my family has	25	0	1

4. Below is a list of activities of this workshop. Please circle the number that most closely reflects your feelings about each activity.

ACTIVITY	Useful	Somewhat Useful	Not Very Useful	Not At All Useful
Self-Exploration Questionnaire	22	4	1	0
Sally Garcia and Family - Movie	23	3	1	0
Thinking About Paid Work In My Life	17	9	1	1
Identifying Family Roles	25	2	0	0

PARENTAL INVOLVEMENT WORKSHOP - EVALUATION FORM

As a result of my participation in this workshop:	Increased	Decreased	Remained Unchanged
1. My ability to recognize the impact of expectations on my children has:	23	0	2
2. My ability to recognize the influence of others on my child's career choices has:	___	___	___
3. My ability to identify and compare my attitudes and those of my spouse as regards sex equity has:	21	0	3
(ANSWER ONLY IF YOU ARE SINGLE) 4. My ability as a single parent to assist my child/children make vocational choices has:	2	0	0

5. Below is a list of the major activities of this workshop. Please circle the number that most closely reflects your feelings about each activity.

ACTIVITY	Useful	Somewhat Useful	Not Very Useful	Not At All Useful
Description Of My Children	20	3	1	0
Film: The Time Has Come	22	2	1	0
Neighbors and Friends	14	7	1	1
How My Spouse Sees It	19	4	1	0

6. What activity did you like best? Explain why.

7. How would you use information from the film at home?

8. What have you told your spouse about these workshops?

9. What are some other community groups who would benefit from these sessions?

10. Would you serve as a contact person for this program to those groups?

11. If yes, give name _____
Telephone number _____(home) _____(work)

NEEDS ASSESSMENT QUESTIONNAIRE

We are interested in developing a program to inform parents on vocational education opportunities in the _____ ISD. Below is a list of topics we might cover in the program. Please circle the number that indicates the amount of interest you have in these topics. Please circle the number that most closely reflects your feelings about each activity.

Topics	Useful	Somewhat Useful	Not Very Useful	Not At All Useful
Jobs available in our community	4	3	2	1
Training available at the vocational high school	4	3	2	1
New job opportunities available to women	4	3	2	1
Broader opportunities of jobs for myself	4	3	2	1
Economic trends	4	3	2	1
Alternative job opportunities for my children	4	3	2	1
Expectations for my children	4	3	2	1
Helping children make decisions about careers	4	3	2	1
Basic information about our vocational high school	4	3	2	1

What information about possible career choices has the school provided your children?

Please tell us as much as you know about our local vocational high school. (For example, its location, courses offered, entrance requirements.)

What is a nontraditional job?

What are the advantages of nontraditional jobs?

What are the disadvantages of nontraditional jobs?

Name_____ Address_____ Tel. #_____

CUESTIONARIO PARA VALORAR LAS NECESIDADES

Estamos interesados en desarrollar un programa para informar a los padres de las oportunidades de la educación vocacional en el distrito de _____. Lo siguiente es una lista de los temas que podrían tratarse en el programa. Favor de encerrar con un círculo el número que indique la cantidad de interés que usted tiene en estos temas. Por favor encierre el número que se acerca más a reflejar sus sentimientos sobre cada actividad.

Temas	Utiles	Algo Utiles	Poco Utiles	Absolutamente Sin Utilidad
Los trabajos disponibles en este área	4	3	2	1
En entrenamiento disponible en la secundaria vocacional	4	3	2	1
Nuevas oportunidades de empleo disponibles para las mujeres	4	3	2	1
Las maneras en que los padres influencian las elecciones vocacionales de sus hijos/hijas	4	3	2	1
Ampliar las oportunidades para empleos para mi	4	3	2	1
Tendencias económicas	4	3	2	1
Oportunidades alternativas de empleo para mis hijos/hijas	4	3	2	1
Lo que espero de mis hijos/hijas	4	3	2	1
La economía de la familia	4	3	2	1
Ayudando a los niños/niñas a hacer decisiones de carrera	4	3	2	1
Información básica de la escuela vocacional de _____	4	3	2	1

?Qué información de posibles elecciones de carrera le ha proporcionado la escuela a sus hijos/hijas?

Favor de decirnos todo lo que sabe de la escuela vocacional. (Por ejemplo, su ubicación, los cursos ofrecidos, los requisitos para entrar.)

?Qué es un trabajo no-tradicional?

?Cuáles son las ventajas de trabajos no-tradicionales?

?Cuáles son las desventajas de trabajos no-tradicionales?

Nombre_____ Domicilio_____ # Tele._____

PARENT PARTICIPATION PROGRAM
Ysleta Equity Seekers
Information Sheet

Please return this copy to: Principal
School
Street Address
City, State, Zip Code
Telephone:

Name_____ Sex: Male____ Female ____
Last First

Address_____ Telephone: _____
Place of
Occupation_____ Employment _____

Business Tel. _____

Marital Status: widower/widow___ married___ divorced___ other___

Family Information:

Names of Son(s)/Daughter(s)	Age	School Attending

Check age group you belong to:

____ 25 years or less

____ from 25 to 30 years

____ from 30 to 35 years

____ from 35 to 40 years

____ over 40 years

Education: Check schools that correspond to your experience:

_____ Elementary (grades 1-6)

_____ Junior High (grades 7-9)

_____ High School (grades 10-12)

_____ High School Graduate

_____ Attended University

_____ Graduate of University

I am interested in attending these programs. Yes _____ No _____

The reason I am interested in this program is:

_____

_____

_____

_____

What languages do you speak? English ____ Spanish ____ Other ____

What languages do you read? English ____ Spanish ____ Other ____

PROGRAMA DE PARTICIPACION DE PADRES
Buscadores de Igualdad de Ysleta
Hoja de Información

Favor de regresar esta copia a: La Directora/El Director
Nombre de Escuela
Dirección
Ciudad, Estado
Teléfono

Nombre _____ Sexo: Hombre ____ Mujer ____
Apellido Primer Nombre

Domicilio _____ Teléfono _____

Ocupación _____ Lugar de Empleo _____

Teléfono de empleo _____

Estado civil: soltero/soltera _____ casado/casada _____
viudo/viuda _____ divorciado/divorciada _____

Información de su familia:

Nombre de hijo(s)/hija(s)	Edad	Escuela de asistencia

Marque el grupo de edad al que pertenece:
___ 25 años o menor
___ de 25 a 30 años
___ de 30 a 35 años
___ de 35 a 40 años
___ mayor de 40 años

Instrucción formal: Marque las escuelas que corresponden a su experiencia.

_____ Primaria

_____ Secundaria

_____ Graduado/Graduada de Secundaria

_____ Preparatoria

_____ Graduado/Graduada de Preparatoria

_____ Asiste a la Universidad

_____ Graduado/Graduada de la Universidad

Me interesa asistir a estos programas. Sí _____ No _____

El motivo por el cual me interesa el programa es

_____

_____

_____

_____

?Qué idiomas habla usted? Inglés _____ Español _____ Otro _____

?Qué idiomas lee usted? Inglés _____ Español _____ Otro _____

Name:
Session:

TRAINER'S WORKSHOP EVALUATION FORM

This form should be completed after each workshop session by the trainer (person responsible for leading workshop session).

A. Instructions

Please rate the following statements by circling the appropriate number which corresponds to:

1 = Unsatisfactory (U)
2 = Below Average (BA)
3 = Average (A)
4 = Above Average (AA)
5 = Excellent (E)

1.	My general assessment of the workshop was:	1	2	3	4	5
2.	The organization of the module was:	1	2	3	4	5
3.	In regard to providing new information and ideas, the workshop was:	1	2	3	4	5
4.	The information and experiences gained in this workshop in terms of helping me perform more effectively in my job was:	1	2	3	4	5
5.	The degree of comfort experienced by me in the role of workshop trainer was:	1	2	3	4	5
6.	The extent to which the module facilitated group process was:	1	2	3	4	5
7.	My personal preparation for this module was:	1	2	3	4	5
8.	The specific exercises and activities in the workshop were, for the most part:	1	2	3	4	5
9.	Cooperation within the group was:	1	2	3	4	5
10.	The interest shown by participants in the workshop was:	1	2	3	4	5
11.	Evidence of progress in the thinking and attitudes of participants during the course of the workshop was:	1	2	3	4	5

12. Other comments:

Source: School/Community Relations, Freedom for Individual Development, Wisconsin Department of Public Instruction, 1978.

B. Instructions

Please complete the form below. Comments are solicited concerning the trainer's perceptions of: 1) the participants' response to the workshop; 2) the design of the workshop; 3) the trainer's evaluation of his/her effectiveness as a trainer.

1. Participants' Response

General response to topic (enthusiasm, commitment, concern, etc.)

Atmosphere during sessions (congeniality, informality, etc.)

Communications among participants (openness, involvement, participation, etc.)

Other

2. Workshop Design

Appropriateness of goals

Adequacy of time

Sequence of activities

Effectiveness of activities

Evaluation process

3. Self-Evaluation of trainer

Creation of atmosphere conducive to group communication and learning (awareness of group dynamics, process observation skills)

Knowledge of content (ability to give answers or sources when necessary, evidence of reading in field)

Relations with individual participants (knew names, responded to individual needs, expressed concern, etc.)

AUDIO VISUAL

These audio visual materials can be obtained from:

Technical Assistance Center
Stephen F. Austin State University
Box 13010A SFA Station
Nacogdoches, Texas 75962

TITLE: Sex Role Development
CATALOGUE: WF004
SOURCE: McGraw-Hill Films
TIME: 23 minutes, color, 16mm

The film examines the influence that sex roles and stereotypes have on almost every facet of people's lives; the ways they are instilled in successive generations of Americans; and the ways in which some people are currently trying to find better models for human behavior. The film also raises and examines such pertinent questions as: Are there innate reasons for the differing male and female standards--certain grains of truth in the stereotypes of "maleness" and "femaleness"? If so, what are they? How can sex-role stereotypes be eradicated from a society that is totally enmeshed in them? Is it possible to take the best of the male and female roles and combine them so that one can respond in the most effective manner possible to any situation? And what of future generations? Will they profit from our attempts to raise them in nonsexist ways, or will they demand a return to traditional sex roles or perhaps create different ones? These questions, of course, have no definitive answers; the purpose of the film, therefore, is to present some of many potential answers in an effort to be an effective stimulus for class discussion and exploration.

TITLE: An Equal Chance Through Title IX
CATALOGUE: WF-025
SOURCE: American Association of Health, Physical Education and Recreation
TIME: 22 minutes, color, 16mm

Fast-moving and happy, this film helps schools and communities understand and implement this equal opportunity law. While it emphasizes physical education and sport programs, the film is relevant for any educational programs that come under Title IX.

TITLE: The Time Has Come
CATALOGUE: WF-049
SOURCE: Third Eye Films
TIME: 20 minutes, color, 16mm

This film was created to help parents of young children become aware of the limitations created by sex-role stereotyping, and of the ways in which sex stereotyping is perpetuated in family life. Using a series of vignettes which illustrate general specific points, the film emphasizes that sexism is a very subtle process and that a sensitivity to the impact of everyday influences is essential to overcoming it.

TITLE: The Pinks and the Blues
CATALOGUE: WF-088
SOURCE: Time-Life Video
TIME: 60 minutes, color, 16mm

Even after a decade of sex-role redefinition, boys and girls today are treated in stereotypical fashion. This program demonstrates that "from the moment parents wrap a newborn baby in either a pink or blue blanket, they start a socialization process that lasts a lifetime." Furthermore, these patterns may be so subtle that parents and teachers responsible for the child's socialization may deny that distinctions are made. The film is from the excellent Nova series.

TITLE: Sally Garcia and Family
CATALOGUE: WF-061
SOURCE: Education Development Center, Inc.
TIME: 35 minutes, color, 16mm

This film is an unscripted documentary about a growing phenomenon of our time: a woman returning to work as she enters middle age, despite her satisfaction with home and family. While the Garcias are a close family, they are experiencing many of the changes and tensions which have affected, and often disrupted, other families.

TITLE: It's Her Future
CATALOGUE: WF-063
SOURCE: Women's Educational Equity Act Program
TIME: 18 minutes, color, 16mm

This film is an educational media program which includes a discussion guide and a printed parent fact booklet. These materials--to supplement guidance and counseling activities--address a key factor in sex role stereotyping at the vocational education level: parental attitudes about their daughters' educational pursuits.

TITLE: Other Women, Other Work
CATALOGUE: WF-019
SOURCE: A Churchill Film
TIME: 20 minutes, color, 16mm

A number of women who are working in traditionally male fields are shown. The film is concerned with their drive to find a kind of work that satisfied them and thoughts about their anomalous role in a male oriented society. Included are a truck driver, veterinarian, roof shingler, pilot, marine biologist, carpenter, and a woman who does a daily segment on a TV news program.

These audio visual materials can be obtained from:

Department of Secondary & Adult Teacher Education
College of Education
University of New Mexico
Albuquerque, New Mexico 87131
(505) 277-2411

TITLE: Choices
SOURCE: Tec Films
TIME: 25 minutes, color, 16mm

Developed in New Mexico by Jean Jordan for the Governor's Commission on the Status of Women, this film shows a variety of vocational skills and jobs available to men and women. This film puts an emphasis on women, men, and minorities in nontraditional occupations. This film received the National Federation of Press Women Award in 1976.

TITLE: I'm Glad I'm a She; I'm Glad I'm a He
PRODUCER: Amanda J. Smith
TIME: 25 minutes, color, slides and cassette

This program details ways in which sex-role stereotypes and occupational sex-stereotypes are developed, reinforced, and maintained. The concepts of freedom of vocational choice, femininity, and masculinity are explored.

These audio visual materials can be obtained from:

WEAA Publishing Center
55 Chapel Street
Newton, Massachusetts 02160

TITLE: La Mujer Hispana: Mito y Realidad
The Hispanic Woman: Myth and Reality
PRICE: $5.00
TIME: Information not available

GLOSSARY

FEMINISM The belief that work is as significant to women as it is to men, that marriage ought to be a partnership of equals, that women ought to be financially independent, that child bearing and child rearing are not a woman's only or most important (or even necessary) role, and that family responsibilities ought to be divided between women and men. (Lucy Komisar, Civil Rights Digest, Spring Issue, 1974, p. 2)

NONTRADITIONAL CAREERS Those choices from options dominated by the other sex and not typically chosen by one's own sex.

ROLE MODEL Someone who provides an image of who you might want to be or the way you might want to live; a person who shows you through the choices she or he has made in life that you might make similar choices. (Together We Can, Region XII Educational Center, Austin, Texas, 1977.)

SEX ROLE The learned patterns of behavior expected of each sex in a society.

SEX ROLE STEREOTYPE The assumption that because females or males share a common gender they also share common abilities, interests, values and roles.

SOCIALIZATION The process by which human beings learn the physical, mental and social skills they need to become individuals and to function in society.

STEREOTYPE A mental image of a group that exaggerates or oversimplifies their characteristics.

TRADITIONAL CAREERS Those choices that follow typical patterns which have been encouraged and expected, or considered appropriate for one's sex.

GLOSARIO

FEMENISMO La creencia que el trabajo es tan significante para las mujeres como para los hombres, que el matrimonio debe ser una asociacion de iguales, que las mujeres deben ser economicamente independientes, que el tener y criar hijos no es el papel unico o mas importante (ni necesario) y que las responsabilidades de la familia deben dividirse entre los hombres y las mujeres. (Lucy Komisar, Civil Rights Digest, Publicacion Primavera, 1974, pagina 2.)

CARRERAS NO TRADICIONALES Las elecciones de opciones dominadas por el otro sexo y no elejidas tipicamente por los de nuestro propio sexo.

MODELO DE PAPEL Alguien que proyecta la imagen de lo que usted quisiera ser o de la manera que usted quisiera vivir; una persona que le muestra por medio de las elecciones que el o ella han hecho para su vida que usted podria hacer elecciones semajantes. (Juntos Podemos, Centro Educativo, Region XII, Austin, Tejas, 1977.)

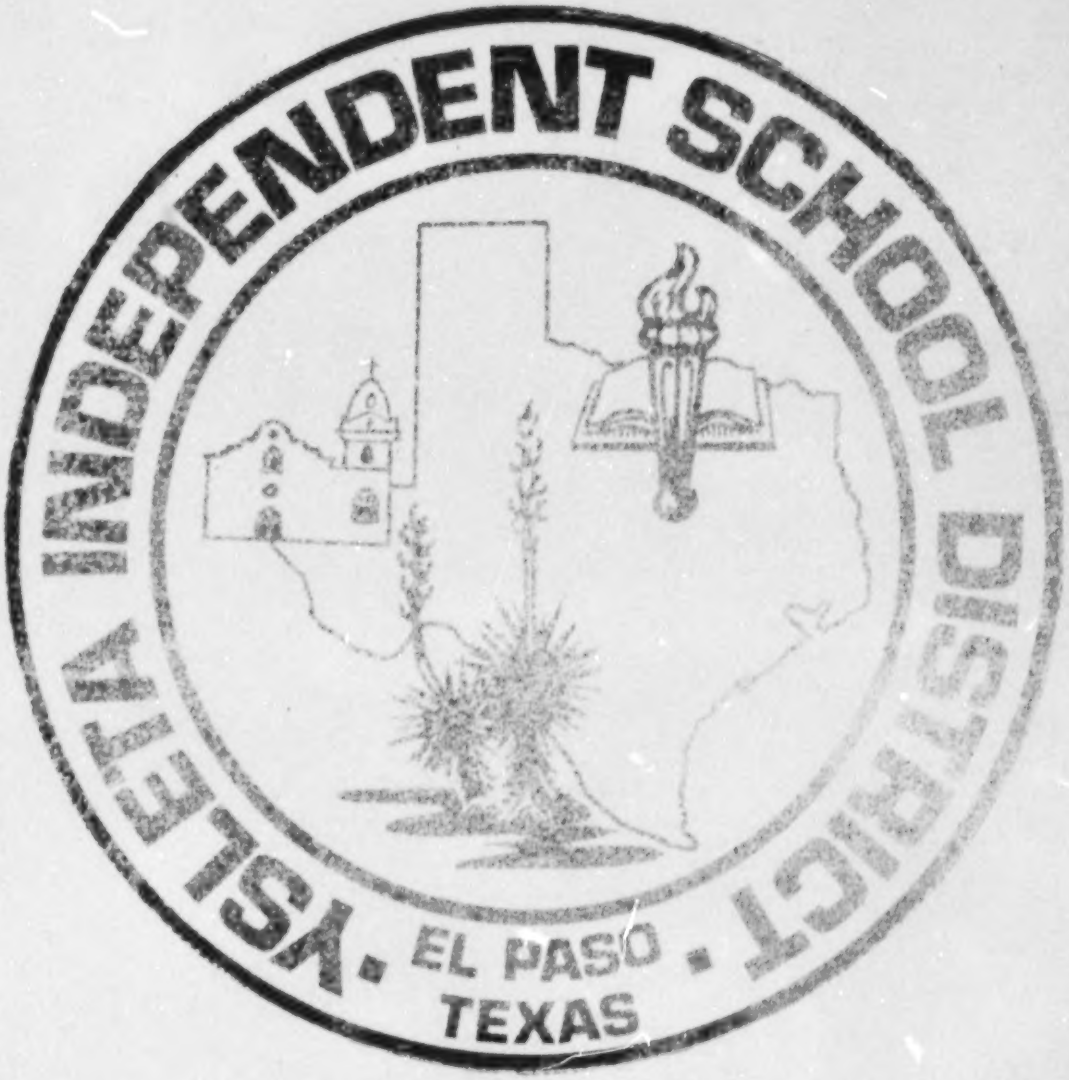
PAPEL DE SEXO Los patrones aprendidos de comportamiento esperado de cada sexo en la sociedad.

ESTEREOTIPO DE PAPEL SEXUAL La creencia que por que las mujeres y los hombres comparten un genero comun, tambien comparten habilidades comunes, intereses, valores y papeles.

SOCIALIZACION El proceso por el cual los humanos aprenden las destrezas fisicas, mentales y sociales que necesitan para convertirse en individuos y para funcionar en la sociedad.

ESTEREOTIPO La imagen mental de un grupo que exagera o sobre simplifica sus caracteristicas.

CARRERAS TRADICIONALES Aquellas elecciones que siguen los patrones tipicos que se han fomentado y esperado, o que se consideran apropiados para el sexo de uno.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